# Complex Area Academic Plan 2020-2021

## Highlands Intermediate School

1460 Hoolaulea Street, Pearl City, HI 96782  
Ph: 808-307-5000  Fax: 808-453-6484  
http://www.hawaiipublicschools.org/ConnectWithUs/Organization/OfficesAndBranches/Pages/Pearl-City-Waipahu-Complex-Area.aspx

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<td>Jun 3, 2020</td>
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Complex Area Academic Plan
2020-2021

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Academic Plan SY 2020-2021

Where are we now?

Prioritize Complex Area’s needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, Instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- Other

1. Need:

The school leadership will continue to evaluate processes to determine the measurable effect of Academic Plan activities, school programs, and professional development efforts that increase student achievement.

2017 WASC Accreditation Critical Area of Need

2. Need:

The school continues to address the achievement gap between High Needs and Non-High Needs students.

Highlands Intermediate School Strive HI results

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

SY 2018-19
Highlands Intermediate Strive HI Results:

<table>
<thead>
<tr>
<th></th>
<th>ELA Non-High Needs: 77%</th>
<th>Math 65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Needs</td>
<td>40%</td>
<td>31%</td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>37%</td>
<td>34%</td>
</tr>
</tbody>
</table>
**Academic Plan SY 2020-2021**

Continue to implement programs and processes to decrease the gap for the Disadvantaged, ELL, and SPED.

<table>
<thead>
<tr>
<th>ORGANIZE: Identify your Complex Area priorities and leads</th>
</tr>
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<tbody>
<tr>
<td><strong>Priorities/Strategies/Initiatives</strong></td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>1. Research-Based &amp; Evidenced-Based [Well Rounded] {CCSS}</td>
</tr>
<tr>
<td>2. Social Emotional Learning [Whole Child], PBIS, Transitions (incoming K, 6th-7th grade, 8th-9th grade, post secondary)</td>
</tr>
<tr>
<td>3. Inclusive Practices [Equity] {CSSS-RTI}</td>
</tr>
<tr>
<td>4. I &amp; M</td>
</tr>
<tr>
<td>5. NGSS&lt; C3, PBL, CCSS, Differentiation-RTI</td>
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<tr>
<td>6. Study Skills</td>
</tr>
<tr>
<td>7. AVID</td>
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</table>
**Academic Plan SY 2020-2021**

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

- **Objective 1:** Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2:** Whole Child – All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.
- **Objective 3:** Well Rounded – All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4:** Prepared and Resilient – All students transition successfully throughout their educational experiences.

<table>
<thead>
<tr>
<th>Outcome: By the end of SY 2020-2021,</th>
<th>Rationale:</th>
</tr>
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<tbody>
<tr>
<td>The Pearl City - Waipahu Complex Area students will demonstrate progress toward success in college, career, and citizenship as measured by school level targets identified by Complex Area Schools.</td>
<td>Ensuring pathways extend from Kindergarten to 12th grade. PBL experiences</td>
</tr>
</tbody>
</table>
### Academic Plan SY 2020-2021

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>School Year(s) of Activity</th>
<th>Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
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</table>
| HIS students will participate in pre-Academies and Academies experiences.       | All Highlands Intermediate school students will understand and be prepared for academy transition by the end of 8th grade. HIS students will have opportunities to enroll in: • Health Pre-Academy • STEM Pre-Academy • Media Pre-Academy • Agriscience Pre-Academy | 2020-2021                 | Principal           | Substitutes: 60 x $185  
Literacy Grant  
Pre-Academies Visit:  
Registration: 12 x $500  
Travel: 12 x $3,500  
Substitutes: 12 x $185 x 5 days | Based on:  
• School Schedule  
• Feedback from school visits  
• NCAC  
• enrollment numbers |
| HIS students will experience PBL.                                                | Students will participate in deeper learning competencies through PBL experiences.  | 2020-2021                 | Principal Dept. Chairs |                                                                                  | Based on:  
• Presentations of Learning  
• Feedback from school visits |
<table>
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<tbody>
<tr>
<td>8th grade students will participate in ADA pilot.</td>
</tr>
<tr>
<td>HIS students will receive rigorous academic instruction in all academic areas to include</td>
</tr>
</tbody>
</table>
| - Computer Science  
- HCSSS  
- NGSS | All students will experience a science curriculum grounded in NGSS standards. All students will begin to be introduced to HCSSS standards in social studies courses. | | | |
| Identified HIS students will receive support services through HMTSS services. | Identified students will receive supports through RTI-A and/or RTI-B systems to address the academic, behavioral, social, emotional, and physical needs | 2020-2021 | Principal SSC | | |
| | | | | | |

- Assessment Data results (baseline)  
- Teacher Feedback  
- Student Feedback  
- enrollment numbers  
- evidence of standards embedded in PBL  
- PBL Presentations of Learning  
- feedback from school visits  
- Participation Data  
- All schools will address HMTSS in their schoolwide academic plan.  
- StriveHI data  
- Academic HMTSS survey data
# Academic Plan SY 2020-2021

| All HIS students will be nurtured in an environment that provides a sense of belonging. | All students will experience/participate in social emotional learning opportunities (SEL) through a guidance course. Students will understand school-wide learning and behavioral expectations through systemic programs offered.  
- Student Advocacy Program  
- Guidance  
- AVID  
- Visible Learning | 2020-2021 | PBIS Committee  
Guidance Committee  
SSC | SEL Conference 2020  
Webinar Registration $3,000  
Professional Dev: 40 x $185 for substitutes |  
- Panorama Survey  
- StriveHI data  
- Attendance Data  
- Suspension Data |

| Highlands Intermediate School will continue to provide an array of services in Hawaiian Education. | The school will provide Hawaiian Education by continuing its studies in Hawaiian history and culture through its Grade 7 curriculum. The school will offer Hawaiian-based interest courses such as Ukulele, Taro Gardening, and Ocean Reef Study, focusing on Na Hopena A‘o concepts of strengthening. | 2020-21 | Leadership Team |  
- Participation Data  
- Student Feedback |
**Academic Plan SY 2020-2021**

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

- **Objective 1:** *Focused Professional Development* – Develop and grow employees to support student success and continuous improvement.
- **Objective 2:** *Timely Recruitment and Placement* – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- **Objective 3:** *Expanded Professional Pipeline* – Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

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<th>Outcome: By the end of SY 2020-2021.</th>
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<tr>
<td>The Pearl City - Waipahu Complex Area staff will:</td>
<td>As a complex we are providing initial training and professional development. We organize subs and locations. Training for admin, coaches, and teachers.</td>
</tr>
<tr>
<td>- use highly effective research-based and evidence-based instructional techniques to effectively further student success.</td>
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<tr>
<td>- examine, collaboratively, the impact of instructional beliefs and practices.</td>
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## Academic Plan SY 2020-2021

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<th>School Year(s) of Activity</th>
<th>Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
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| HIS will develop capacity of school personnel to refine and implement the HTMSS system to support the whole child. | HIS staff will participate in professional development:  
  - Overview of HMTSS  
  - Establish HMTSS Team to implement and monitor roll out  
  - Further development of one domain (e.g., academic, SEL, Behavior, Physical Wellbeing). | 2020-2021 | Principal PBIS | PD: Waiver Day (pending approval) | • Participation Data  
• All schools will address HMTSS in their schoolwide academic plan.  
• StriveHI data  
• Academic HMTSS survey data |
| HIS will develop a plan for the implementation of computer science. | HIS to seek complex area support for capacity building and professional development focused on the CSTA Standards and physical computing for selected HIS staff  
HIS to seek complex area support with implementation monitoring of Computer Science | 2020-2021 | Principal, Tech Coordinator | | • PDE3 Registration  
• Sign-in Sheet  
• Formative Monitoring Tool (TBD)  
• Surveys |
## Academic Plan SY 2020-2021

| HIS will include HCSSS PD in school’s PD Plan | HIS to seek complex area support for professional develop on HCSSS | 2020-2021 | Principal, Social Studies DH | Substitutes: 10 x $185 | - PDE3 Registration  
- Sign-in sheets  
- Formative Monitoring Tool (TBD)  
- Surveys |
|-------------------------------------------|---------------------------------------------------------------|----------|-----------------------------|-------------------------|---------------------------------------------------------------|
| HIS will include NGSS PD in school’s PD Plan | HIS to seek complex area support for professional develop on NGSS | 2020-2021 | Principal, Science DH | Substitutes: 30 x $185 | - PDE3 Registration  
- Sign-in sheets  
- Formative Monitoring Tool (TBD)  
- Surveys |
| HIS will continue to implement and monitor PBL. | HIS to coordinate with Complex area staff regarding professional development of, and implementation monitoring for PBL. | 2020-2021 | Principal, PBL Team | - PDE3 Registration  
- Sign-in sheets  
- Formative Monitoring Tool (TBD)  
- PBL Implementation Pulse Survey Results (2X year) |
## Academic Plan SY 2020-2021

| HIS will continue to support beginning teachers to improve retention rates. | Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program.  
- Beginning Teacher PD  
- Mentor PD  
- Induction and Mentoring Forums  
- NHQT | 2020 - 2021 | Principal |  
- NHQT Data  
- Teacher PD Survey Data  
- Participation Data  
- Mentor/Begginning Teacher Survey |
| HIS will pilot a State Alternate Assessment in Math | HIS will participate in Innovative Assessment Pilot Program for Grade 8 Math. | 2020-2021 | Principal, Math DH | IAPA grant  
- Assessment Data results (baseline)  
- Teacher Feedback  
- Student Feedback |

### Goal 3: Successful Systems of Support
The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- **Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.
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<th>Rationale:</th>
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<tr>
<td>The Pearl City - Waipahu Complex Area will work with financial, human, and community based resources to strengthen the system for student success.</td>
<td>Training CA staff to learn and grow.</td>
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<th><strong>Planning</strong></th>
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<tr>
<td><strong>Desired Outcome</strong></td>
<td><strong>(Indicate year(s) of implementation in next column)</strong></td>
<td></td>
<td></td>
<td></td>
<td>Define the relevant data used to regularly assess and monitor progress</td>
</tr>
<tr>
<td>HIS will continue to engage in Western Association of Schools and Colleges (WASC) process. Self Study Due: 2023</td>
<td>HIS will continue to address WASC Critical Areas of Need and complete the accreditation process.</td>
<td>2020-2021</td>
<td>Curriculum Coordinator</td>
<td>Based on</td>
<td></td>
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<tr>
<td>HIS will provide students with afterschool program which will address academic assistance, SEL, and optional interest activities</td>
<td>HIS will implement an afterschool</td>
<td>2020-2021</td>
<td>Principal</td>
<td></td>
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<tr>
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<td>program which will address academic assistance, SEL, and optional interest activities</td>
<td></td>
<td>UpLink</td>
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Pearl City-Walpahu Complex Area Academic Plan Page | 13 Version 1 [December 16, 2019]