



# Highlands Intermediate School Academic Plan 2021-2022

## Pearl City-Waipahu Complex Area

### School Contact Information

Submitted by	Date
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Approved by Complex Area Superintendent	Date
<i>K. H.</i>	5/14/2021

# Academic Plan SY 2021-2022

Where are we now?	
<p>Prioritize Complex Area's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"><li>● Comprehensive Needs Assessment</li><li>● WASC Self Study<ul style="list-style-type: none"><li>▪ WASC Category B: Standards Based Student Learning: Curriculum, Instruction</li><li>▪ WASC Category C: Standards Based Student Learning: Instruction</li><li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li></ul></li><li>● Other</li></ul>	<p><a href="#">Complex Area Strive HI Results</a></p> <p>Need:</p> <p><u>All PW Schools</u>: Contributing or Root Cause(s) which caused this Learning Need(s): <i>(for alignment, please cite page number in Comprehensive Needs Assessment and attach a copy)</i></p> <p><b><u>RIGOROUS ACADEMICS THROUGH ACADEMIES, PBL, AND VISIBLE LEARNING</u></b></p> <p>Both Pearl City and Waipahu Complexes believe a systemic and coherent framework for vertical alignment of initiatives and strategies will improve student learning and achievement outcomes. Therefore, the PWCA Schools have adopted the Academies Model to focus on K-12 alignment that is needed for systems success. The academies structure has been recently introduced and created at Highlands Intermediate School as the starting point to mend and address the scattered achievement gaps across the complex. There is a need to strengthen collaboration opportunities, both within the school and across schools. This is due to being in the beginning stages of the implementation process of academies in the intermediate and elementary schools including alignment to NCAC standards of practices. <a href="#">In addition, Highlands Intermediate will incorporate the school's Visible Learning goals #1 (Increase Collective Efficacy) and #2 (Increase Teacher Clarity) throughout the academies planning and implementation process.</a> Through the Academies Model, Highlands Intermediate School will focus on and address the following priority areas:</p> <p><b><u>PBL:</u></b> Project based learning was introduced to our complex area three years ago. Data from surveys show teachers are not fully confident in implementation. There is a need to provide ongoing professional development and collaboration for new and veteran teachers using PBL. This is due to a limited experience with design and implementation of project based learning.</p> <p><b><u>ELA:</u></b> The Comprehensive Literacy State Development Grant (CLSD) needs assessment revealed stagnant achievement scores for students included in the SPED, EL, and Disadvantaged reporting categories, and for the general population of students. Highlands' literacy rates need significant improvement across grade levels and across content areas. There is a need to build a robust intervention system to identify, support, and monitor the progress of struggling readers and to close the achievement gap between low and high needs students.</p>

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### **Math:**

Math achievement has been stagnant at approximately 45-50% proficiency at Highlands Intermediate School. There is a need to provide teachers with continued support in professional development and collaboration. Standards in math are designed to be sequential in concept and skills; thus, because of the current pandemic situation, students are “catching up” with standards that have not been taught the previous year. Teachers need to revise their curriculum maps.

### **NGSS:**

Although Highlands Intermediate School is in full implementation of the Next Generation Science Standards, teachers are new to the required shifts in teaching as well as the new assessment expectations. There is a need to support teachers through collaboration opportunities and professional development. This is due to the vision of NGSS requiring 3 Dimensional teaching and learning which necessitates a shift in instructional practices.

### **Computer Science:**

Computer Science Standards have recently been adopted and Highlands Intermediate is working to implement the new curriculum. With only two technology teachers, who also maintain the network, hardware, and software, it has been difficult to schedule more CS courses for all students.

### **HCSSS:**

Hawaii Core Standards for Social Studies is in year two of initial implementation. Full implementation is expected in the school year 2022-2023. There is a need to support teachers through collaboration opportunities and professional development, as they are revising their curriculum maps.

## **QUALITY STUDENT SUPPORT and SENSE OF BELONGING**

### **HMTSS:**

Highlands Intermediate is developing its Hawaii Multi Tiered Systems of Support for all students. [The school has identified the need to support school collaboration and development of its systems of support, and has prioritized the improvement of student-teacher relationships \(Visible Learning Goal #3\) as a necessary part of its efforts. A lack of common language, and time have been identified as current challenges to the development of true systems of support for students. However,](#) teaming, advisory, systematic student identification of need, a parent contact system, counseling, alternative placements, and other components that address students’ sense of belonging to a small learning community are in place at the school.

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### Transitions:

There is a need to develop a process to support transitions from elementary to intermediate and intermediate to high school. Highlands has been collaborating with the high school for a smoother transition to ninth grade academies. The collaboration with the elementary schools will begin in 2021-22.

### **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.**

#### Special Education:

Students with disabilities are not reaching their growth potential in academics. There is a need to increase our inclusive practices in the general education setting, currently at 50%. Highlands' students need access to the rigorous general education curriculum.

#### English Learners:

EL students, as part of the StriveHi High-Needs group, continue to show a gap in achievement compared to the Non-High Needs population. There is a need to improve academic language proficiency through the general education curriculum and dedicated ESL/ELD support with researched-based EL strategies. This is due to a lack of trained general education teachers and EL Program teachers (TESOL HQ ), and implementation of researched-based EL strategies. A team of CORE teachers with the TESOL teacher will be dedicated to provide direct instruction to ELL students in 2021-22.

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<b>ORGANIZE: Identify your School priorities and leads</b>	
<b>Priorities/Strategies/Initiatives</b>	<b>Name and Title of School Accountable Lead</b>
Academies	Thomas Kutsunai, Academy Coach, Curriculum Coordinator
PBL	Gary Kanamori, Vice Principal
HMTSS: (Student Support in Academic/social/emotional/behavioral learning and physical well-being)	Blake Tsuha, SSC Cara Gebhard, Counselor
Curriculum	Department Heads
Induction & Mentoring	Thomas Kutsunai, Curriculum Coordinator
Resource Management (EES, Literacy Grant)	Sara Yoshimura, Vice Principal
English Learners Program	Kimberly Dingal, ELL Coordinator/Teacher
Special Education/Inclusive Practices	Blake Tsuha, SSC

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Transitions	Cara Gebhard, Counselor
WASC	Thomas Kutsunai, WASC Coordinator

**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.

**Outcome:** By the end of SY 2021-2022,

**Rationale:**

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Highlands Intermediate students will demonstrate progress toward success in college, career, and citizenship.

- Students will show growth in achievement data in ELA and Math, and Science.
- 100% of students will have real world experiences through Project Based Learning.
- All students will engage in learning grounded in CS and HCSSS standards.

The increased rigor required by Common Core, Next Generation Science Standards, CSTA Computer Science Standards , and Hawaii Core Standards in Social Studies promote a higher level of achievement at all levels.

In order to improve student learning and achievement outcomes, HIS's efforts will focus on the rigor of the standards, refining instructional practices, and monitoring student progress through the plan, do, check, act cycle.

**Planning**

**Funding**

**Interim Measures of Progress**

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Desired Outcome	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	<b>Define the relevant data used to regularly assess and monitor progress</b>  <b>Monitoring Progress:</b> <i>(How will you know change is taking place as a result of the enabling activity?)</i>
<b>ELA</b> All students will demonstrate growth towards achievement in the least restrictive environment for the CCSS ELA Standards.	Teachers will implement with fidelity the ELA evidence based strategies received through professional development.	2021-2022	ELA Dept Head Admin	Literacy Grant (CLSD) WSF: Substitutes 10 x \$178 = \$1,780	Admin will review the following data with ELA teachers to identify areas of need and impact: <ul style="list-style-type: none"> <li>● SBA Achievement Data</li> <li>● Universal Screener Data</li> <li>● Quarterly formative assessment data</li> <li>● Student work</li> </ul>
<b>MATHEMATICS</b> All students will demonstrate growth towards achievement in the least restrictive environment of the CCSS Math Standards.	Teachers will implement with fidelity the math evidence based strategies received through professional development.	2021-2022	Math Dept Head Admin	Title II WSF: Substitutes 10 x \$178 = \$1,780	Admin will collaborate with Math teachers to review the data in an effort to identify areas of need and impact. <ul style="list-style-type: none"> <li>● SBA Achievement Data</li> <li>● Universal Screener Data</li> <li>● Quarterly formative assessment data</li> <li>● Student work</li> </ul>

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<p><b>NGSS</b> All students will demonstrate growth towards achievement in the least restrictive environment for the Next Generation Science Standards</p>	<p>Teachers will implement NGSS standards in science courses</p>	<p>2021-2022</p>	<p>Science Dept Head Admin</p>	<p>Title II WSF: Substitutes 10 x \$178 = \$1,780</p>	<p>Admin will collaborate with teachers to review the data in an effort to identify areas of need and impact.</p> <ul style="list-style-type: none"> <li>● HSA-NGSS state assessment data</li> <li>● Formative assessment data</li> <li>● Student work</li> </ul>
<p><b>COMPUTER SCIENCE</b> All students will demonstrate growth towards achievement in the least restrictive environment for CSTA Computer Science Standards and practices</p>	<p>Teachers will implement the computer science evidence based practices received through professional development.</p>	<p>2021-2022</p>	<p>Tech Dept Head Admin</p>	<p>WSF: Substitutes 2 x \$178 = \$356 x 2 days = \$712</p>	<p>Admin will collaborate with teachers to review the data in an effort to identify areas of need and impact.</p> <ul style="list-style-type: none"> <li>● Formative assessment data</li> <li>● Student work</li> </ul>
<p><b>HCSSS</b> All students will demonstrate growth towards achievement in the least restrictive environment for Hawaii Core Standards in Social Studies</p>	<p>Teachers will implement HCSSS standards in social studies courses</p>		<p>SS Dept Head Admin</p>	<p>WSF: Computer hardware, software, supplies \$30,000 WSF: Substitutes 10 x \$178 = \$1,780</p>	<p>Admin will collaborate with teachers to review the data in an effort to identify areas of need and impact.</p> <ul style="list-style-type: none"> <li>● Formative assessment data</li> <li>● Student work</li> </ul>

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<p><b>PBL</b> All students will develop deeper learning competencies through at least 2 PBL experiences in the least restrictive environment.</p>	<p>Teacher teams will provide students with at least 2 project based learning experiences, using interdisciplinary practices</p>	<p>2021-2022</p>	<p>Admin Team Leaders</p>	<p>WSF: Substitutes 14 x \$178 = \$2,492 WSF: Supplies for projects \$2,000</p>	<p>Admin will collaborate with school teams to review project designs and rubrics in an effort to identify areas of need and impact.</p> <ul style="list-style-type: none"> <li>● Student projects</li> <li>● Teacher reflections</li> </ul>
<p><b>Academies</b> All students will demonstrate voice and choice in college and/or career themed learning opportunities.</p>	<p>Teachers will plan instruction and allow for voice and choice in learning activities</p> <p>Students will be provided opportunities to express voice and/or choice in projects, pre-academy planning, college/career options</p>	<p>2021-2022</p>	<p>Academy Coach Leadership Team Admin</p>	<p>WSF: Substitutes 20 x \$178 = \$3,560</p>	<p>School admin and leadership team will continue to work with NCAC consultant to plan and develop Action Plan to include master scheduling, exploratory wheel, 8th grade Seminar, vertical teaming structure, and other components.</p>

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**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.

<b>Outcome:</b> By the end of SY 2021-2022,	<b>Rationale:</b>
<p>Highlands Intermediate School teachers will deliver academic instruction that is aligned to curriculum standards and research-based practices through an inclusive culture for all students.</p> <p>Teachers will attain required certifications and be highly qualified in their respective subject areas.</p>	<p>Improving academic achievement is attained by employing highly effective research-based and evidence based instructional techniques. Additionally, examination, collaboration, and the impact of instructional beliefs and practices are mechanisms for gauging the efficacy of efforts.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress  <b>Monitoring Progress:</b> <i>(How will you know change is taking place as a result of the enabling activity?)</i>
<b>ELA</b> Teachers will provide rigorous and equitable academic instruction that is aligned to ELA standards	Teachers will receive PD and continued support in reading strategies as designed in the CLSD Literacy grant	2021 - 2022	English Dept Head Admin	CLSD Literacy Grant	Admin will review the following with teachers to evaluate the impact of the professional development on teaching practice: <ul style="list-style-type: none"> <li>• Universal Screener data</li> <li>• Curriculum map and pacing guide</li> <li>• Survey feedback</li> </ul>
<b>MATHEMATICS</b> Teachers will provide rigorous and equitable academic instruction that is aligned to Math Standards and practices.	Teachers will receive PD and continued support in Math strategies as designed in: <ul style="list-style-type: none"> <li>• Needs Analysis</li> <li>• Strategies</li> <li>• Algebra Readiness</li> </ul>	2021 - 2022	Math Dept Head Admin	Title II	Admin will review the following with math teachers to evaluate the impact of the professional development on teaching practices: <ul style="list-style-type: none"> <li>• Universal Screener data</li> <li>• Curriculum map and pacing guide</li> <li>• Survey feedback</li> </ul>

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<p><b>PBL</b></p> <p>Teachers will provide project based learning experiences for all students.</p>	<p>Teachers will receive advanced professional development and continued support in PBL</p> <p>Highlands Intermediate will continue to participate in the complex area's Presentations of Learning.</p>	<p>2021-2022</p>	<p>Dept Heads Admin</p>	<p>Title II</p>	<p>Admin will review the following with department heads to evaluate the impact of the professional development on teaching practices:</p> <ul style="list-style-type: none"> <li>● PBL Implementation Pulse survey results</li> <li>● PBL Implementation Plans</li> </ul>
<p><b>I&amp;M</b></p> <p>Beginning Teachers will strengthen their professional capacity</p>	<p>Teachers will participate in Professional Learning Communities (K-12) and receive professional development focused on the Induction and Mentoring Program.</p> <ul style="list-style-type: none"> <li>● Beginning Teacher PD</li> <li>● Mentor Teacher PD</li> <li>● Kiano Tools/Metrics</li> <li>● Induction and Mentoring Forums</li> </ul>	<p>2021-2022</p>	<p>Admin</p>	<p>Title II</p>	<p>Complex Area staff will review the following and collaborate with school teams to determine next steps of program implementation:</p> <ul style="list-style-type: none"> <li>● Standards of Mentoring Practice (SOMP) Guaranteed Supports</li> <li>● School Program Status Report</li> <li>● Kiano Metrics</li> <li>● Survey feedback</li> </ul>
<p><b>INCLUSIVE PRACTICES</b></p> <p>School staff will provide support and services to all students in their least restrictive environment.</p>	<p>School staff will participate in professional development to strengthen inclusive practices.</p>	<p>2021-22</p>	<p>SSC Admin</p>	<p>Title II WSF: Substitutes 10 x \$178 = \$1,780</p>	<p>Complex area staff will monitor inclusion rates and collaborate with schools to assist with increasing inclusive practices.</p> <ul style="list-style-type: none"> <li>● Inclusion data</li> </ul>

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<p><b>ELL</b> Teachers will differentiate instruction for ELL students, using TESOL strategies</p>	<p>Teachers will continue to work towards 6-credit TESOL requirement by participating in professional development</p>	<p>2021-22</p>	<p>ELL Coordinator Admin</p>	<p>WSF: Paraprofessional Tutors 4 x \$15,000 = \$60,000</p>	<p>Admin will provide access to opportunities for TESOL-related courses and monitor teachers' use of strategies in the classrooms.</p> <ul style="list-style-type: none"> <li>● Observation and feedback</li> <li>● Teacher credits</li> <li>● Teacher reflections</li> </ul>
<p><b>ACADEMIES</b> Teachers will understand the academies model.</p>	<p>Teachers will participate in professional development: awareness, K12 alignment, planning for implementation in 2022-23</p> <p>2021-22: 6 elective teachers will implement CTE academy courses: Engineering, Media, Music Production, Health, Natural Resources, Culinary</p>	<p>2021-22</p>	<p>Academy Coach Academy Admin</p>	<p>Title II 21 hours PD</p>	<p>Admin will collaborate with teachers to plan for implementation of academies in 2022-23</p> <ul style="list-style-type: none"> <li>● Action Plan</li> <li>● Master Schedule</li> <li>● National Standards of Practice</li> </ul>

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**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.

Outcome: By the end of SY 2021-2022,	Rationale:
<p>Highlands Intermediate School will develop and align K-12 Academies, HMTSS systems, and transition processes in order to establish consistency among schools</p> <p>Through the development of action plans, Highlands Intermediate will meet the needs of vulnerable learners.</p>	<p>Consistency and alignment of efforts among schools affords opportunities for a systemic and coherent framework for vertical alignment of initiatives and strategies to improve student learning and achievement outcomes.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress  Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i>
<b>HMTSS</b> Highlands Intermediate will continue to develop and implement their HMTSS system	Highlands will refine their HMTSS implementation plan.	2021-2022	SSC Leadership Team Admin	CLSD Literacy Grant	Admin will share the school's HMTSS implementation action plan with faculty and staff and discuss practices, ongoing needs, and next steps <ul style="list-style-type: none"> <li>• HMTSS Action Plan</li> </ul>
<b>TRANSITIONS</b> Highlands Intermediate will have a documented and coordinated transition plan for students moving from one level to another.	Teachers and staff will participate in transition planning and activities for students <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Parent meetings</li> <li>• School visits</li> </ul>	2021-2022	Counselor Dept Head Admin		Admin and counselors will review processes and plans for transitions from 6th grade, to 9th grade, and new students. <ul style="list-style-type: none"> <li>• Plans for students transitioning to the next school level (Gr 6, Gr 8) and entering new students.</li> </ul>

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<b>WASC</b> Highlands Intermediate will begin the accreditation process for visit in Spring 2023	All stakeholders will be involved in focus groups to review school's strengths and areas for follow-up	2021-2022	Curr Coordinator Admin		The Admin and WASC coordinator will develop a plan to involve all stakeholders in reviewing and collecting data to conduct a comprehensive needs assessment and next steps. <ul style="list-style-type: none"><li>• Draft of WASC Report</li></ul>
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