



Waipahu Intermediate Academic Plan 2020-2021

Waipahu Intermediate School

94-455 Farrington Highway, Waipahu, Hawaii 96797

<https://www.waipahuintermediate.org/>

Submitted by Randell Dunn, Principal Waipahu Intermediate School	Date
 <small>Randell Dunn (Jun 5, 2020 09:31 HST)</small>	Jun 5, 2020

Approved by Complex Area Superintendent Keith Hui	Date
 <small>keith hui (Jun 5, 2020 06:18 HST)</small>	Jun 5, 2020

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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"> • Comprehensive Needs Assessment (CNA) • WASC Self Study <ul style="list-style-type: none"> ▪ 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 	<p>1. Need:</p> <p>a. <u>Waipahu Intermediate school</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>Waipahu Intermediate School Strive HI Results</p> <p>2. Need: WIS CNA Document Link</p>
	<p>Addressing Equity: Sub Group Identification</p>

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	<p>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.</p> <p>Waipahu Intermediate Trend Report</p>
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ORGANIZE: Identify your Complex Area priorities and leads	
School Priorities/Strategies/Initiatives	Name and Title of School Accountable Leads
Project Based Learning (PBL)	Ceanne Englar Randell Dunn
Academies	Randell Dunn
Social Emotional Learning	Randell Dunn
Curriculum Standards Rollout (Data Teams)	Lori Takahashi Lisa Ynigues

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College/Career Readiness/Academies	Melody Yoshimoto Gary Fujii
WASC	Leadership Team
Instructional Strategies AVID (Advancement Via Individual Determination) Thinking Maps	Elfie Rosario Gary Fujii Nicole Honda Randell Dunn
Induction Mentoring/Teacher Support/	Kirstie Saito Howard Chi
Tier 3/Support/Inclusive Practice Special Education English Language Learners	Geraldine Batangan Donna Lyn Baguio

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

x ***Objective 1: Empowered*** - All students are empowered in their learning to set and achieve their aspirations for the future.

x ***Objective 2: Whole Child*** – All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.

x ***Objective 3: Well Rounded*** – All students are offered and engage in rigorous, well rounded education so that students are prepared to be

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successful in their post-high school goals.

x **Objective 4: Prepared and Resilient** – *All students transition successfully throughout their educational experiences.*

Outcome: By the end of SY 2020-2021,	Rationale:
Waipahu Intermediate School students will demonstrate progress toward success in college, career, and citizenship as measured by school level targets identified by the school.	<p>Based on identified Waipahu Intermediate School's targets, there is demonstrated need to systematize supports for students on measures including but not limited to:</p> <ul style="list-style-type: none">• Chronic Absenteeism• Math, ELA, & Science• ELA & Math MGP (Growth Percentile)• ELA & Math Gap• School Climate• Inclusion Rate• (Innovation)• (Family and Community Engagement)

Planning	Funding	Interim Measures of Progress
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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
Waipahu Intermediate School students will explore learning activities that are aligned to real world careers and/or align to high school academies and be prepared for academy transition by the end of 8th grade.	Waipahu Intermediate School will align elective classes more closely to the Academies Model and look at alignment of the curriculum taught to the expectations of the High School Academies.	2020-2021	Elective Department Chairs		<ul style="list-style-type: none"> • School Schedules • Alignment Documents • Curriculum Descriptions
<p>PWCA students will experience PBL.</p> <p>In SY 20-21, all elective teachers and selected ELL, SPED will continue to <u>design and implement</u> gold standard projects to progress toward deeper learning competencies.</p>	<p>Students will participate in deeper learning competencies through PBL experiences.</p> <p>PBL lead, administrator in charge and PBL action group will <u>design, implement and evaluate</u> the conditions that foster project based learning in school communities</p> <p>Teacher training will focus on collaboration to <u>design and implement projects</u> that support student outcomes in achieving high levels of deeper learning competencies through authentic learning tasks.</p>	2020-2021	<p>CAO: Resler</p> <p>RT: Fujii</p> <p><u>WIS:</u> PBL Lead</p> <p>Admin. in charge of PBL</p> <p>PBL action group</p>	Title 2 WSF	<ul style="list-style-type: none"> • Presentations of Learning • Action Group minutes to include information on time and resources provided to teachers. • PBL Google Calendar listing activities and meetings. • Teacher self assessment based on Project-based teaching rubric: https://goo.gl/1VQCid • Walkthrough data based on project-

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					<p>based design rubric: https://goo.gl/RHYybx</p> <ul style="list-style-type: none"> Feedback from leadership learning walks, presentations of learning
<p>Waipahu Intermediate school will offer Computer Science Elective Class.</p> <p>Waipahu Intermediate School will utilize Hawaii Core Standards for Social Studies (HCSSS) for students to be able to do Argumentative Writing.</p> <p>Waipahu Intermediate School will implement an integrated science curriculum utilizing the Next Generation Science Standards (NGSS)</p>	<ul style="list-style-type: none"> All intermediate students will be offered Computer Science Discovery. All students will begin to be introduced to HCSSS standards in social studies courses. All students k-12 will experience a science curriculum grounded in NGSS standards. 	2020-2021	<p>Computer Science Teacher</p> <p>Elective Admin.</p> <p>Curriculum Coach</p> <p>Data Specialist</p> <p>Department Head</p>	WSF	<ul style="list-style-type: none"> Enrollment numbers Computer Science Registration Card <p>Social Studies & Science:</p> <ul style="list-style-type: none"> Grade level student formative/summative data Student interviews- clarity of instruction/ understanding of standards Social Studies Sample Thinking Maps Social Studies Writing Samples

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Waipahu Intermediate School staff will understand and support Hawaii Multi-Tiered System of Support (HMTSS) as part of school process to support students.	Identified individuals to create HMTSS process at WIS to identify and support different levels of students.	2020-2021	Identified WIS Staff	Title 2 WSF	<ul style="list-style-type: none"> • Participation Data • StriveHI data • Academic HMTSS survey data
Waipahu Intermediate School will develop and implement schoolwide SEL for students.	Waipahu Intermediate School will use The Collaborative for Academic, Social, and Emotional Learning's (CASEL) Schoolwide process for SEL Schoolwide implementation to support students.	2020-2021	SEL Action Group SEL Action Group Leads	WSF Title 1	<ul style="list-style-type: none"> • SEL Implementation Committee Minutes • Committee Minutes • Implementation Plan

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<p>Waipahu Intermediate School will implement AVID Writing, Inquiry, Collaboration, Organization, Reading (WICOR)</p> <p>strategies to impact student progress.</p>	<p>WIS Teachers will Receive Professional Development and implement AVID Strategies</p> <ul style="list-style-type: none"> • Waipahu Intermediate School will implement AVID WICOR strategies across all content areas. • Waipahu Intermediate School will implement AVID Elective for meeting low-income and first to college students' academic needs. • Waipahu Intermediate School will provide proper information and recruitment requirements for the AVID Program at WIS to ensure that appropriate students are enrolled in the program. 	2020 - 2021	AVID Site Team	WSF	<p>For SY20-21, AVID team to continue providing professional development workshops <u>and</u> informational presentations for stakeholders:</p> <ul style="list-style-type: none"> • Informational Recruitment Parent Nights at elementary schools • 8th grade student presentations for 6th grade student recruitment at each feeder school • Recruitment Applications
<p>Waipahu Intermediate School students will be given the opportunity to receive extended learning opportunities (ie: CORE subject tutoring, extra-curricular classes, and/or participate in sports) through Out of School (OST) Programs such as:</p>	<p>All students will be given the opportunity to participate in the following activities, which are of high interest and/or activities which students had a voice in creating:</p> <p>Extra-Curricular: May include but not limited to: Arts and Crafts, Band, Book Club, Campus Beautification, Career Technology Education (CTE)/SkillsUSA, Chess, Cooking, Ho'omana Program, Kupono Club,</p>	2020-2021	21st C Coordinator, REACH Coordinator, UPLINK Coordinator	Uplink 21st Century REACH	<ul style="list-style-type: none"> • Number of Students Signing Ups • Attendance • Failure Rates

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21st Century Grant REACH and UPLINK	Math Team, Media Production, Music, Natural Resources, and/or Weightlifting and Conditioning. Sports: May include but not limited to: Basketball, Bowling, Cheerleading, Cross Country, Flag Football, Golf, Hip Hop Dance, Soccer, Softball, Track and Field, Volleyball, & Wrestling.				
Waipahu Intermediate School will implement a Response to Intervention (RTI) to address the academic and behavioral needs of students.	<p>WIS will implement a RTI system to address Academic and Behavioral needs at Tiers 1, 2 and 3</p> <p>Academic: Tier 1: Teams will address students academic needs through RTI-A during extended periods and/or Advisory by providing instruction and/or homework assistance in the content areas needed.</p> <p>Tier 2: Teachers will conduct small /flexible grouping in class to address students needs.</p> <p>Tier 3: ELA & Math Workshop will provide individualized instruction to students who show academic gaps.</p> <p>Behavioral:</p>		<p>Admin. in charge of RTI- A & RTI-B</p> <p>Curriculum Coach</p> <p>Data Coach</p> <p>RTI-B Counselor</p> <p>RTI-B Action Group</p> <p>SEL Leads</p>	<p>WSF Title 1 Title 2</p>	<p>Academic:</p> <ul style="list-style-type: none"> ● iReady diagnostic data (Pre & Post) ● Use of iReady instructional lessons (ELA & Math Workshops) ● Data Team (Pre & Post) Assessment Data ● Common Content Assessments ● Grades ● Workshop Progress Monitoring Data ● Teacher Recommendations ● LDS <p>Behavioral:</p> <ul style="list-style-type: none"> ● RTI-B Screener data (Pre, Middle & Post)

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	<p>Tier 1: Teams will discuss and identify students behavioral needs through an RTI-B screener. SEL Lessons will be practiced in advisory classes. Students that do not respond to the Tier 1 supports, will be identified by their teachers/team and move into Tier 2.</p> <p>Tier 2: Teams will create behavioral interventions up to 10% of their students who are deemed at risk according to their teams RTI-B Screener. Supports will be provided to identified students. Supports could include lunch groups and counselor corners.</p> <p>Tier 3: Counselors will provide individualized and student groups for the at-risk students within their teams. Identified students that require more intense supports or programming, will go through a screening process to potentially get into our CSAP/Academy program.</p>				<ul style="list-style-type: none"> ● Analysis of Student Responses from SEL Lessons ● Teacher Input ● Counselor and team discussions ● Behavioral Progress Monitoring Sheet ● Student Surveys ● Data collection of referrals and chronic office visits ● CSAP/Academy retention/exit data
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<p>Waipahu Intermediate School will support ELL student's academic, social, and emotional needs (SD,TC,SV)</p>	<ul style="list-style-type: none"> ● Implementation of AVID Excel for ELL students ● ELL Pull-Out Services for Non-English Proficient (NEP) students by (PTTs) ● Hold Awards Assembly ● Conduct Quarterly Field Trips/Incentive Field trip ● Transitioning Students to Mainstream Classes ● Continue ELL House with own dedicated counselor ● Support Algebra Readiness 	<p>2020 - 2021</p>	<p>Leadership Team</p> <p>AVID Site Team</p> <p>ELL Department</p> <p>AVID Excel Teachers</p>		<ul style="list-style-type: none"> ● ELL Department Minutes ● Number of students accepted into High School AVID Elective ● Number of students transitioned from ELL SFC to Gen Ed classes after Quarter 1 ● Statistics on passing and retained students ● SBA Reading and Math scores ● WIDA scores of students who exit the ELL program ● WIDA Growth to Target score ● ELL Placement Lists for grade levels ● iReady Reading and Math Scores (start of SY vs. Current score) ● SY2021 ELL Math to use same Algebra Readiness textbook ● Guidance Class attendance for at-risk students ● Number of Chapter 19 referrals ● Title III ELL Extended Learning
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					<p>Opportunity (ELO) program pre and post test scores</p> <ul style="list-style-type: none">• Individual Language Plans for ELL Pull-Out Services• Orton-Gillingham Assessments for students with ILPs• Google Sheet attendance for ILP students• Google Sheet with a record of ELL Quarterly and Year-End Awardees• SY1920 Literacy Clinic pre- and post Reading Surveys
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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.

- x **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.

Outcome: By the end of SY 2020-2021,	Rationale:
Waipahu Intermediate School Staff will be able to use: <ul style="list-style-type: none">● use highly effective research-based and evidence-based instructional techniques to effectively further student success.● examine, collaboratively, the impact of instructional beliefs and practices.	Waipahu Intermediate School needs to provide initial and continued training and professional development. WIS needs to continue to invest in our staff to systematize supports for teacher instruction to get better student learning results.

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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
Waipahu Intermediate School will Develop and Implement HMTSS through a systems approach.	Identified staff will develop professional development for staff on HMTSS and start to develop a process of identification and service delivery process of HMTSS at WIS.	2020-2021	SRS: Faerber RTs: McClelland Bruce Identified Leads	WSF Title 1 Title 2	<ul style="list-style-type: none"> Identify Leads Staff Development Agenda Minutes of Discussion
Waipahu Intermediate School will continue with data teams to create and monitor instructional and assessment strategies that impact student progress. (TC,SD)	WIS Teachers will Receive Professional Development and implement Data Team Cycle <ul style="list-style-type: none"> Departments will analyze school data to inform lesson planning and instruction for student success. Departments will create assessments to accurately capture school data. 	2020-2021	Admin. in charge of Data Team Action Group Leadership Team Data Team Lead Data Team Action Group	WSF Title 1 Title 2	<ul style="list-style-type: none"> Grade level agenda and minutes: analyzing assessments, collaboration on lesson planning and instruction Grade level formative/summative assessment data Student interviews- clarity of instruction/ understanding of standards Common Department Curriculum/Pacing Maps Data Team templates: teacher understanding of

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	<ul style="list-style-type: none"> • Departments will break down standards to create success criteria for teacher and student clarity. • Teachers will receive professional development on using data to make instructional decisions 				standards <ul style="list-style-type: none"> • Team level of use of data teams process (ART Template) • Teacher interviews & Survey re: individual level of use
Waipahu Intermediate School will investigate and support identified teachers in training in reading.	Identified Teachers trained in reading strategies such as Orton Gillingham.	2020-2021	SRS RT Reading Trained Teachers	WSF Title 1 Title 2	<ul style="list-style-type: none"> • Strive HI • SBA results • Universal Screening Data • Identify students with reading needs • Universal Screening Data

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WIS will Identify areas where Computer Science can fit within the Context of classes other than Computer Science Elective and coordinate support from the Complex Area. .	<ul style="list-style-type: none"> Complex area will continue to support capacity building and coordination of professional development focused on the Computer Science Teacher Association (CSTA) Standards Complex area will support the implementation monitoring of Computer Science Complex area will build capacity and coordinate professional development focused on physical computing. WIS will Identify areas where Computer Science can fit within the Context of classes other than Computer Science Elective. 	2020-2021	CAO: Resler RT: Asselstine Computer Science Teacher Identified Lead	WSF Title 1 Title 2	<ul style="list-style-type: none"> PDE3 Registration Sign-in Sheet Formative Monitoring Tool (TBD) Surveys PD Agenda Course Description Minutes
Waipahu Intermediate School will implement AVID WICOR strategies to impact student progress.	WIS Teachers will Receive Professional Development and implement AVID Strategies <ul style="list-style-type: none"> Waipahu Intermediate School will implement AVID WICOR strategies across all content areas. Waipahu Intermediate School will implement AVID Elective for meeting low-income and first to 	2020 - 2021	AVID Site Team Action Group Lead Admin. Lead	WSF Title 1 Title 2	<i>For SY20-21, AVID team to continue providing professional development workshops <u>and</u> informational presentations for stakeholders:</i> <ul style="list-style-type: none"> PD for WIS teachers (faculty overview, optional period workshops) Conduct walkthrough of classes to gauge the level of WICOR in classrooms with pre/post observations to

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	<p>college students' academic needs.</p> <ul style="list-style-type: none"> ● Waipahu Intermediate School will provide proper information and recruitment requirements for the AVID Program at WIS to ensure that appropriate students are enrolled in the program. 				<p>identify "model" classrooms of WICOR usage for each subject area/discipline</p> <ul style="list-style-type: none"> ● AVID Team Articulations Minutes ● Recruitment Applications
<p><u>Complex Area</u> PWCA staff will provide PD on HCSSS.</p>	<ul style="list-style-type: none"> ● Complex area will support school level team members through professional development and school visits. ● Complex area will support the coordination of implementation monitoring of HCSSS 	2020-2021	<p>CAO: Resler</p> <p>RT: Fujii</p>	Title 2	<ul style="list-style-type: none"> ● PDE3 Registration ● Sign-in sheets ● Formative Monitoring Tool (TBD) ● Surveys
<p><u>Complex Area</u> Waipahu Intermediate staff will get support by Complex Area in the implementation of NGSS.</p>	<ul style="list-style-type: none"> ● Complex area will continue to build capacity and coordinate professional development for WIS on NGSS ● Complex area will work with WIS to coordinate implementation monitoring of NGSS 	2020-2021	<p>CAO: Resler</p> <p>RT: Fujii</p>	Title 2	<ul style="list-style-type: none"> ● PDE3 Registration ● Sign-in sheets ● Formative Monitoring Tool (TBD) ● Surveys

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<p><u>Complex Area</u> Complex Area Team will support WIS in their planning and monitoring of PBL implementation</p>	<ul style="list-style-type: none"> ● Complex area will continue to build capacity and coordinate professional development for PBL ● Complex area will coordinate implementation monitoring of PBL 	<p>2020-2021</p>	<p>CAO: Resler</p> <p>RTs: Fujii and Burch</p>	<p>Title 2</p>	<ul style="list-style-type: none"> ● PDE3 Registration ● Sign-in sheets ● Formative Monitoring Tool (TBD) ● PBL Implementation Pulse Survey Results (2X year)
<p>Waipahu Intermediate School will provide Induction and Mentoring support for beginning teachers and mentors. (SD, TC)</p>	<p>Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program.</p> <ul style="list-style-type: none"> ● Beginning Teacher PD ● Mentor PD ● Induction and Mentoring Forums <p>Teacher Support Action Group</p> <ul style="list-style-type: none"> ● New Teacher Binder for new teachers at our school to use as reference. ● Monthly PLC to discuss classroom management, EES, classroom strategies ● New Teacher orientation at the start of the school year ● Mentor and Mentee Pairings ● Teacher observations ● Integrate UHMPDS ● Calendar with “cultural” school events and I&M Meeting topics 	<p>2020 - 2021</p> <p>2020 - 2021</p>	<p>I&M RTs: Palakiko and Wakatake</p> <p>I & M Action Group</p>	<p>WSF Title 1 Title 2</p>	<ul style="list-style-type: none"> ● WIS Teacher Support Survey to be conducted at the beginning of the year, mid-year and at the end of the year for beginning teachers, teachers new to our school and new to the DOE system. ● Teacher Observations

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Staff understanding of Social Emotional Learning (SEL). The why and how of SEL at Waipahu Intermediate School.	Develop and implement Social Emotional Learning professional development for WIS teachers.	2020 - 2021	SEL Action Group SEL Action Group Leads	WSF Subs	<ul style="list-style-type: none"> ● PD Agenda and Meeting Minutes ● PD Implementation Plan
Waipahu Intermediate School will support Special Education student's academic, social, and emotional needs	<ul style="list-style-type: none"> ● Teachers will be trained and implement appropriate modification and accommodations to meet the needs of students. ● Care Coordinators will ensure students appropriate placement along the SpEd continuum. ● Teachers will be trained and implement behavioral support interventions. 	2020 - 2021	Special Education Department Chair Admin. in charge of SpEd Department Care Coordinators	WSF	<ul style="list-style-type: none"> ● Observations ● IEP Documentation ● PD Agendas

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<p>Waipahu Intermediate School (WIS) teachers will implement the Hawaii Common Core Standards with high yield instructional and assessment strategies to impact student progress.</p>	<p>WIS Teachers will receive professional development (PD) and support in Thinking Maps</p> <ul style="list-style-type: none"> WIS will provide new teachers with Thinking Maps: Language for Learning Day One Training WIS will provide personalized training for staff in other Thinking Maps programs/strategies as needed (e.g., frame of reference, thinking skills, writing strategies, etc.) WIS will provide targeted support to all staff in a variety of Thinking Maps programs (e.g. Response to Text, Argumentative Writing, Informative/Expository Writing, etc.) WIS will provide training and support for the Social Studies Department in Thinking Maps applications and Argumentative Writing strategies. WIS will provide ongoing support sessions during faculty meetings to cover a 	<p>2020-2021</p>	<p>Thinking Maps Action Group</p> <p>Thinking Maps Trainers</p> <p>Thinking Maps Admin.</p>	<p>Title 1 WSF</p>	<p>From PD:</p> <ul style="list-style-type: none"> Attendance Map Samples Teacher Feedback Follow-up (department, data team meetings) <p>From Support:</p> <ul style="list-style-type: none"> Teacher Feedback Map Samples generated from classroom implementation (teacher modeling and student independent work) <p>For SS:</p> <ul style="list-style-type: none"> Teacher Modeling Thinking Journals Student writing with Thinking Maps Teacher Feedback/Reflection <p>Throughout Year:</p> <ul style="list-style-type: none"> Map Samples Classroom Walkthroughs Observations Student Interviews Teacher Feedback
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	range of Thinking Maps-related topics (e.g., success stories, lesson ideas, strategies, etc.) based upon Teacher feedback				
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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.

- x **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 2020-2021,	Rationale:
Waipahu Intermediate School will work with State, Complex Area to systemize support with schools. Waipahu Intermediate School will also work to create systems of support at WIS.	Waipahu Intermediate School needs to work to prioritize school initiatives along with State, Complex Area and Complex initiatives.

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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
<u>Complex Area</u> PWCA support team will continue to assist schools with the Western Association of Schools and Colleges (WASC) process.	All Pearl City-Waipahu Complex Area schools will continue and complete the accreditation process. Self Study Due: <ul style="list-style-type: none"> Pearl City schools: None AAES, HES, KES, Waipahu Elem (full self study) WIS, WHS, Waikele (midterm visit) Waikele Elem, WHS: (mid-cycle report) Waipahu Complex Alignment Midterm Visit 	2020-2021	CAO: Resler SRS: Kraleovich CA Team	Title 2	Based on <ul style="list-style-type: none"> Components of the WASC process Final WASC report
Waipahu Intermediate School will create a Process and System for School, Complex and State Initiatives within the School Structure.	Identify and Assign initiatives to school personnel to work on system development and process at Waipahu Intermediate School.	2020 - 2021	Principal	Title 1 WSF	<ul style="list-style-type: none"> Initiatives and Assignments Agenda/Minutes

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<p><u>WComplex</u> UHCOE and Waipahu Complex Schools will continue to implement the Professional Development School (PDS) process and partnership</p>	<p>Teacher candidate placements in complex schools</p> <p>Recruitment of candidates through the teacher ed pathway</p> <p>Participate in PDS liaison meetings to sustain trajectory of partnership</p> <p>Participate in PDS advisory committee meetings to sustain the trajectory of the partnership</p> <p>Continue to deliver substitute teacher training via Waipahu CSA</p>	2020 - 2021	SRS (Kraleovich)	Title 2	<ul style="list-style-type: none"> Professional development opportunities and attendance Enrollment of candidates in UHCOE and retention as Waipahu Complex teacher Mentor and candidate survey results Monitor candidate placements within Waipahu Complex Memorandum of Agreement
<p><u>WComplex</u> Schools will cultivate student interest in the education career field.</p>	<p>Intermediate school will complete career cluster surveys and download to their personal transition plan.</p> <p>Intermediate students will research careers in education and add to career journal</p>	2020 - 2021	Principal Campus Designee	P-20 Grant	<ul style="list-style-type: none"> Increased enrollment in Teacher Ed pathway Increased enrollment in University program of study Teacher as career choice media presence Exit surveys Number of students involved in tutoring or mentoring. Substitute certifications

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<u>Complex Area</u> PWCA staff will provide PD on HCSSS.	<ul style="list-style-type: none"> Complex area will support school level team members through professional development and school visits. Complex area will support the coordination of implementation monitoring of HCSSS 		CAO: Resler RT: Fujii	Title 2	<ul style="list-style-type: none"> PDE3 Registration Sign-in sheets Formative Monitoring Tool (TBD) Surveys
<u>WComplex</u> HTMSS system of support will be created to address students' academic, behavioral, social, emotional, and physical needs	Waipahu complex will continue to provide educators with a collective forum to discuss (Positive Behavior Implementation Support) PBIS/HMTSS initiatives quarterly. Students will demonstrate core values and participate in PBIS showcase.	2020 - 2021	Principal Campus Designee Complex Area SRS: Faerber RTs: McClelland Bruce	Title 2	<ul style="list-style-type: none"> StriveHi data Behavior referral data Universal screening data RTI-A & B Universal screening data

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<p><u>WComplex</u> Waipahu Intermediate School will continue to focus on implementing the Teaching and Learning System (TnL) as a campus-wide initiative in order to address the whole child and to improve instructional practices (i.e. engagement, inquiry)</p>	<p>Crosswalk TnL and Complex Area House and Waipahu Intermediate School design for alignment efforts</p> <p>Continue to focus on the “comprehension skills” model across all content areas.</p> <p>Continue to implement school data teams and assessment systems and ensure integration with RTI in MTSS.</p>	2020 - 2021	<p>Principal</p> <p>Campus Designee</p> <p>Complex Area</p>	Title 2	<ul style="list-style-type: none"> • CAS school visit • Progress Monitoring through the DDIC process • EES • Teacher behavior/instructional practices monitoring • Strive HI data • Schools Self assessment of TnL continuums
<p><u>W. Complex</u> All students will experience a Computer Science curriculum focused on the CSTA standards and physical computing (3yr rollout)</p>	<ul style="list-style-type: none"> • Intermediate students will be offered Computer Science Discovery. • Secondary students can specialize in a program area of study through Academy and pre academy electives. 	2020-2021	<p>Principal</p> <p>Elective Teacher</p> <p>Admin. for Computer Science</p> <p>Complex Area</p>	Title 2	<ul style="list-style-type: none"> • PDE3 Registration • Formative Monitoring Tool (TBD) • Surveys • CAS school visits • Curriculum maps • Secondary Course offerings

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			<p>CAO: Resler</p> <p>RT: Asselstine</p>		
<p><u>WComplex</u></p> <p>Waipahu Schools will ensure that students will receive rigorous math instruction that is aligned to standards and prepares students for Algebra with a strong mathematics foundation.</p>	<p>Teachers will receive in class, real time PD in shifting instructional practices to be engaging, relevant, and differentiated to meet the needs of all learners.</p> <p>Students will receive instruction that provides opportunities for inquiry, real world problem solving, and increased conceptual understanding.</p> <p>Teachers will use formative assessments to guide instructional decisions, create small groups, and to provide remediation and enrichment opportunities for diverse learners.</p>	2020 - 2021	<p>Principal</p> <p>Campus Designee</p> <p>Complex Area</p>	Title 2 WSF	<ul style="list-style-type: none"> • Universal screeners at BOY and EOY • Formative through course checks that may include but not limited to using iReady, ARA, informal teacher checks, and data teams • Monitoring of teacher classroom instruction and behaviors
<p><u>Complex Area</u></p> <p>PWCA staff will support the schools' implementation of NGSS.</p>	<ul style="list-style-type: none"> • Complex area will continue to build capacity and coordinate professional development for NGSS • Complex area will coordinate implementation monitoring of NGSS 	2020 - 2021	<p>CAO: Resler</p> <p>RT: Fujii</p>	Title 2	<ul style="list-style-type: none"> • PDE3 Registration • Sign-in sheets • Formative Monitoring Tool (TBD) • Surveys

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<p><u>Complex Area</u></p> <p>PWCA support team will continue to support beginning teachers to improve retention rates.</p>	<p>Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program.</p> <ul style="list-style-type: none"> ● Beginning Teacher PD ● Mentor PD ● Induction and Mentoring Forums ● NHQT 	2020 - 2021	I&M RTs: Palakiko and Wakatake	Title 2	<ul style="list-style-type: none"> ● NHQT Data ● Teacher PD Survey Data ● Participation Data ● Mentor/Beginning Teacher Survey
<p><u>Complex Area</u></p> <p>PWCA students will participate in pre-Academies and Academies experiences.</p>	<ul style="list-style-type: none"> ● Intermediate school students will explore learning activities that are aligned to real world careers and/or align to high school academies and be prepared for academy transition by the end of 8th grade. 	2020 - 2021	CAO: Resler	Title 2 WSF	<ul style="list-style-type: none"> ● School Schedules ● Feedback from school visits ● National Career Academy Coalition (NCAC) ● enrollment numbers ● School Academic Plans