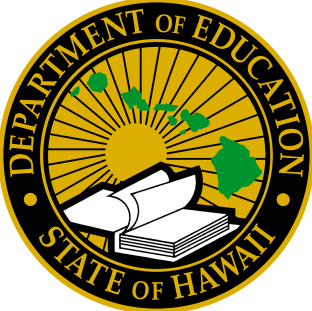
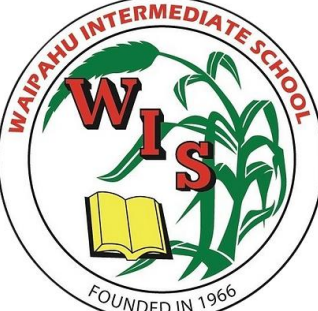


Academic Plan SY 2022-2023

	Waipahu Intermediate School Academic Plan 2022-2023 94-455 Farrington Highway Waipahu, HI 96797	
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Submitted by Alvan Fukuhara, Principal	Date
<u>Alvan Fukuhara</u> <small>Alvan Fukuhara (May 2, 2022 12:11 HST)</small>	May 2, 2022

Approved by Keith Hui, Complex Area Superintendent	Date
<u>Keith Hui</u> <small>Keith Hui (May 2, 2022 12:18 HST)</small>	May 2, 2022

Academic Plan SY 2022-2023

See the last page for a [list of acronyms and definitions](#) used in this document

Where are we now?

Prioritize Complex Area's needs as identified in one or more of the following needs assessments: Comprehensive Needs Assessment ([LINK](#))

The prioritized needs for Waipahu Intermediate School and the Pearl City/Waipahu Complex Area (PWCA) in SY 2021-2022 are based on SY 2020-2021 official Smarter Balanced Assessment (SBA) aggregated data and Hawaii Multi-Tiered System of Supports (HMTSS) data points that are encompassed in Interim Superintendent Hayashi's 3-1-1 model:

- Increase student achievement in the three tested content areas and in our Special Education, EL, and Disadvantaged subgroups
- Increased emphasis on Social Emotional Learning

Table I: Waipahu Intermediate Full School Year Student Proficiency Data (SY20-21) SW 1

Content Area	All Students	Special Education	ELL	Disadvantaged
ELA	48.3%	11.5%	15.8%	38.3%
Math	23.8%	5.9%	3.1%	16.4%
Science	27.2%	8.1%	6.8%	17.2%

Data Source: ARCH ADC

Pearl City/Waipahu Complex Area Full School Year Student Proficiency Data (SY20-21)

Content Area	All Students	Special Education	EL	Disadvantaged
ELA	52.3%	11.1%	14.1%	37.7%
Math	34.9%	10.2%	9.5%	22.4%
Science	32.6%	7.4%	6.3%	19.6%

Data Source: ARCH ADC

Academic Plan SY 2022-2023

Table II: Waipahu Intermediate School SW1

Data Points Used to Inform HMTSS	2018-2019	2019-2020	2020-2021
% Proficient in ELA	46.6%	N/A	48.3%
% Proficient in Math	32.6%	N/A	23.8%
# of Discipline Offenses (A)	122 (A)	146 (A)	12 (A)
# of Discipline Offenses (B)	452 (B)	358 (B)	3 (B)
# of Suspensions	163	172	2
Attendance Rate	93.8%	94.2%	95.7%
Chronic Absenteeism (# of students)	20.11% (259)	14.84% (201)	13.5% (174)
Inclusion Rate	14%	28%	29%

Table II: Pearl City/Waipahu Complex Area

Data Points Used to Inform HMTSS	2018-2019	2019-2020	2020-2021
% Proficient in ELA	57.60%	N/A	52.30%
% Proficient in Math	50.30%	N/A	34.90%
# of Discipline Offenses (A)	434 (A)	423 (A)	33 (A)
# of Discipline Offenses (B)	920 (B)	724 (B)	130 (B)
# of Suspensions	760	599	29
Attendance Rate	94.94%	94.90%	94.65%
Chronic Absenteeism (# of students)	10.48% (1,469)	6.62% (937)	12.4% (1,774)
Inclusion Rate	34%	36%	44%

Academic Plan SY 2022-2023

Social Emotional Learning (SEL) - Panorama Survey Fall 2021

Table III: Waipahu Intermediate SEL Panorama Survey Fall 2021

Teacher Perception	Emotion Regulation	Grit	Growth Mindset	Self Efficacy	Self Management	Sense of Belonging	Social Awareness
Gr 7-8	45%	56%	48%	43%	69%	50%	61%

**Percent of respondents selecting a favorable answer choice.*

Table III: Waipahu Intermediate SEL Panorama Survey Winter 2022

Teacher Perception	Emotion Regulation	Grit	Growth Mindset	Self Efficacy	Self Management	Sense of Belonging	Social Awareness
Gr 7-8	47%	55%	47%	45%	68%	51%	61%

**Percent of respondents selecting a favorable answer choice.*

Table III: Pearl City/Waipahu Complex Area SEL

Teacher Perception	Emotion Regulation	Grit	Growth Mindset	Self Efficacy	Self Management	Sense of Belonging	Social Awareness
Gr K-2	72%	54%	51%	49%	NA	NA	70%
Gr 3-5	48%	59%	54%	53%	68%	75%	67%
Gr 6-12	48%	56%	49%	45%	72%	48%	63%

**Percent of respondents selecting a favorable answer choice.*

Academic Plan SY 2022-2023

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, Waipahu Intermediate School will develop a K-12 College and Career Academies model aligned with other school improvement efforts. There is a need to strengthen collaboration opportunities, both within a school and across schools. This is attributed to the early phases of the implementation process of a Academies in the intermediate and elementary schools including alignment to NCAC standards of practices.

Waipahu Intermediate will focus on and address the following areas:

- Professional learning communities to: align and pace curriculum, create common assessments, and use effective instructional practices
- Hawaii Multi Tiered Systems of Support
- College and Career Academies Model
- Project Based Learning
- Monitor and utilize data to make instructional adjustments to increase student achievement
- Increase the rigor by providing more opportunities for students to engage in higher-level thinking and questioning skills
- Transitions between elementary and high school
- Creating an atmosphere for learning that is: Responsive, Challenging, Empowering, Equitable, and Engaging

Through this emphasis, Waipahu Intermediate School will be better equipped to address the following areas of need:

- ELA Achievement
- Mathematics Achievement
- Science Achievement
- Closing the achievement gap achievement particularly those farthest from proficiency
- Social Emotional Learning

[Comprehensive Needs Assessment](#) SW 1

[Title 1 Addendum](#) SW 2, SW 4

[WASC Mid-Cycle Visit Report \(March 2021\)](#) SW 1

Comprehensive English Learners Plan SW 1

Data gathered in the comprehensive needs assessment revealed the following contributing causes for our prioritized need areas:

- Varied knowledge in how to examine data regularly and accurately to inform next steps for struggling learners.
- Varied understanding of standards and systematic implementation of evidence based strategies.
- Varied levels of consistency in administering interventions and tiered instruction to mitigate the learning loss as well as accelerate the learning of at-risk students.

Addressing Equity: SubGroup Identification

Targeted subgroups for Waipahu Intermediate School includes: Special Education, EL, and Disadvantaged socioeconomic status in the areas of ELA, Math, and Science.

Academic Plan SY 2022-2023

Pearl City/Waipahu Complex Area - TABLE IV

	SPED			ELL			Low SES		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
ELA GAP	58.9	65.2	61.3	62.4	60.9	58.3	33.2	34.1	34.7
Math Gap	51.5	57	41.2	50	50.5	41.9	30	33	29
Science	52.7	48.2	40.4	52.7	50.9	40.4	28.7	29.4	28.2

Data Source: ARCH ADC

Waipahu Intermediate: Table IV sw 1

	SPED			ELL			Low SES		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
ELA GAP	52.5	60.3	55	52.8	59.6	50.7	28.5	31.7	28.2
Math Gap	38.7	44.6	30.8	39.8	43.7	33.6	24.3	26.1	20.3
Science	53.8	41.1	33	51.3	48.7	34.3	29.8	27.7	23.9

Data Source: ARCH ADC

Academic Plan SY 2022-2023

Waipahu Intermediate: Table V ^{SW 1}

	Waipahu Intermediate Aggregate			2016 Statewide	2022 Statewide
Strategic Plan Indicator	SY 18-19	SY 19-20	SY 20-21	Baseline	Target
Teacher Positions Filled	97%	96%	97%	93%	96%
Teacher Retention	67%	68%	67%	52%	60%

Data Source: ARCH

TABLE V

	PWCA Aggregate			2016 Statewide	2022 Statewide
Strategic Plan Indicator	SY 18-19	SY 19-20	SY 20-21	Baseline	Target
Teacher Positions Filled	95%	96%	95%	93%	96%
Teacher Retention	57%	69%	60%	52%	60%

Data Source: HDOE Website ([Strategic Plan: Goal 2](#))

Academic Plan SY 2022-2023

Waipahu Intermediate: Table VI sw 1

	Waipahu Inter Aggregate			Statewide			Waipahu Inter Aggregate			Statewide	
Strategic Plan Indicator	SY 17-18	SY 18-19	SY 20-21	2016 Baseline	2022 Target	Strategic Plan Indicator	SY 17-18	SY 18-19	SY 20-21	2016 Baseline	2022 Target
Chronic Absenteeism	19%	20%	14%	15%	9%	High School Graduation	n/a	n/a	n/a	82%	86%
3rd Grade Literacy	n/a	n/a	n/a	65%	76%	CTE Concentrators	n/a	n/a	n/a	39%	50%
9th Grade On-Track	n/a	n/a	n/a	90%	94%	College - Going	n/a	n/a	n/a	56%	62%
ELA Achievement	42%	47%	48%	51%	61%	Inclusion Rate	13%	14%	29%	37%	51%
Math Achievement	31%	33%	24%	42%	54%	ELA Gap	30 pts	34 pts	31 pts	33 pts	25 pts
Science Achievement	38%	32%	27%	43%	64%	Math Gap	26 pts	28 pts	22 pts	29 pts	22 pts

TABLE VI

	PWCA Aggregate			Statewide			PWCA Aggregate			Statewide	
Strategic Plan Indicator	SY 17-18	SY 18-19	SY 20-21	2016 Baseline	2022 Target	Strategic Plan Indicator	SY 17-18	SY 18-19	SY 20-21	2016 Baseline	2022 Target
Chronic Absenteeism	10%	11%	13%	15%	9%	High School Graduation	81%	84%	86%	82%	86%
3rd Grade Literacy	74%	76%	77%	65%	76%	CTE Concentrators	63%	66%	82%	39%	50%
9th Grade On-Track	90%	91%	82%	90%	94%	College - Going	57%	56%	49%	56%	62%
ELA Achievement	56%	58%	52%	51%	61%	Inclusion Rate	22%	34%	44%	37%	51%
Math Achievement	50%	50%	35%	42%	54%	ELA Gap	35 pts	37 pts	37%	33 pts	25 pts
Science Achievement	46%	44%	33%	43%	64%	Math Gap	31 pts	35 pts	30 pts	29 pts	22 pts

Data Sources: HIDOE Website ([Strategic Plan: Goal 1](#)); LDS; ARCH ADC;

NOTE: Under ESSA, states set targets called Measurements of Interim Progress (MIPs) and Long-Term Goals (LTGs) for LA and math, graduation rates, and English Learner Proficiency disaggregated by ESSA subgroups. The terminal year for MIPs was initially 2019-20, and for LTGs, 2024-25. Since then, the feds have allowed states to push forward those target for two more years and so the MIPs and LTGs are respectively extended to 2021-22 and 2026-27 →

<https://oese.ed.gov/files/2020/03/Hawaii-Final-Consolidated-State-Plan-PDF.pdf>

Waipahu Intermediate Academic Plan | Revision Date: March 2022

Academic Plan SY 2022-2023

ORGANIZATION: WAIPAHU INTERMEDIATE SCHOOL PRIORITIES AND LEADS

TABLE VII

Priorities/Strategies/Initiatives	Name and Title of Accountable Lead
College and Career Academies	Alvan Fukuhara (Principal), Ceanne Englar (Academy Director)
Project Based Learning (PBL)	Gary Fujii (Asst. Principal), Layne Tanaka (RT)
Hawaii Multi Tiered Systems of Support (HMTSS)	Roslyn Kanae (Asst. Principal), Sherl Hokama (SSC), Allison Arakaki (Counseling Department Chairperson)
Induction & Mentoring (I&M)	Roslyn Kanae (Asst. Principal)
Curriculum	Lisa Ynigues (Asst. Principal), Lori Takahashi (Curriculum Coordinator)
Social Emotional Learning (SEL)	Roslyn Kanae (Asst. Principal), Elaine Ballesteros (SSC)
English Learners (EL) Program	Gary Fujii (Asst. Principal), Donna Lyn Baguio (EL Coordinator)
Special Education / Inclusive Practices	Geraldine Batangan (SPED Department Chairperson)
Technology and Technology Integration	Garin Miyaji (Tech Coordinator), Elfie Rosario (Tech Specialist)

Academic Plan SY 2022-2023

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:
Waipahu Intermediate School students will demonstrate they are on a path toward success in college, career, and citizenship as evidenced by growth and achievement of school and statewide targets.

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	Accountable Lead(s) * Contributing Team Members	Source of Funds	<p>Define the relevant data used to regularly assess and monitor progress</p> <p>Monitoring Progress: (How will you know change is taking place as a result of the enabling activity?) SW 3</p>
Waipahu Intermediate School (WIS) students will demonstrate acquisition of skills and mindsets in line with the Complex/Academies graduate profile measures.	<p>1. Document student growth and development using identified measures on the graduate profile. SW 6</p> <p>2. Student Personal Transition Plan (PTP) and portfolios SW 6</p> <p>3. Job shadowing SW 6</p> <p>4. Career/interest surveys SW 6</p>	Administrators	WSF	<p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> School documentation of monitoring student progress towards indicators

Academic Plan SY 2022-2023

WIS students will demonstrate the acquisition of skills and mindsets in line with college and/or career themed learning opportunities	5. Teachers will provide instructional opportunities that supports college and career themed skills and mindsets (AVID/WICOR) SW 6	AVID Site Team	WSF Title 1 ESSER	Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> • Walkthrough focus data (AVID Academic Language) • Student feedback (e.g., surveys, interviews)
WIS students will receive instruction focused on success criteria and show evidence of growth in identified priority standards for ELA and Math CC standards.	6. WIS ELA and Math teachers will use data and the data team process to address student growth for ELA and Math CC standards. SW 6 7. Through the data team process teachers will also address student growth with instruction and interventions focused on success criteria and learning progressions. SW 6	Curriculum Coach Admin. Lead for ELA and Math Departments ELA and Math Teachers Students	WSF CLSD Grant	<ul style="list-style-type: none"> • Data Team Assessments <ul style="list-style-type: none"> ◦ Pre and Post ◦ Summative • Common Formative Assessments Data • Data Team Analysis • Universal Screener
WIS students will experience 2 gold standard PBL projects throughout the school year that ensure students progress to deeper learning competencies, real-world experiences, and exploration of career opportunities.	8. WIS Elective teachers will use the PBL Gold Standard Design and Teaching processes to engage student learning in solving a real-world problem or answering a complex question. SW 5, 6 9. Through the PBL Gold Standard process, teachers will also guide students to demonstrate their knowledge and skills by creating a final product with public presentations outside of the classroom. SW 5, 6	PBL Lead Admin Lead for PBL All Elective Teachers	WSF Title I	Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> • Student Work Samples • Content Formative Assessments • Peer Feedback Forms • Expert Feedback • Student Self Reflections • Final Products • Public Presentations of Learning

Academic Plan SY 2022-2023

WIS students will engage in experiences that prepare them to transition from the complex elementary schools to WIS and later to Waipahu High School (WHS).	10. Coordinate transition meetings between levels (elementary and high school) to engage in ongoing needs, and next steps for transitions to WIS or WHS. SW 5, 6	Administration Counselors Student Activities Coordinator Student Services Coordinators	WSF ESSER Title IV	Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> • Transition Plans • Agenda and Meeting Minutes • Student portfolios / PTP • Schedules • Orientation plans/evidence
WIS students will have learning opportunities to prepare them for college, career, and citizenship through the school and complex area Academies initiatives.	11. Enhance teacher understanding of evidence-based practices that actively engage students in relevant, real-world programs and projects. SW 5, 6 12. Use data and artifacts to determine the impact of instruction on student success. SW 5, 6	Administration Counselors Academies Lead	WSF Title I Title IV	Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> • Agenda and Meeting Minutes • Survey Results • Title IV documentation • Continuum of Experiences
WIS students will receive instruction focused on the Inquiry Cycle and show evidence of growth in identified priority standards from the Next Generation Science Standards.	13. WIS Science teachers will use data and the data team process to address student growth in the Next Generation Science Standards. SW 6 14. Through the data team process teachers will also address student growth with instruction and interventions focused on the 3 Dimensions (Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts) of the	Curriculum Coach Admin. Lead for Science Departments Science Teachers	WSF ESSER Title I	Data Team Assessments <ul style="list-style-type: none"> • Pre and Post • Summative Common Formative Assessments Data Data Team Analysis

Academic Plan SY 2022-2023

	Next Generation Science Standards. SW 6			
WIS students will receive instruction focused on the Inquiry Design Model and show evidence of growth in identified standards from the Hawaii Core Standards in Social Studies.	<p>15. WIS Social Studies teachers will use Supporting Questions and Formative Performance Tasks to address student growth in the Hawaii Core Standards in Social Studies. SW 6</p> <p>16. Through the Inquiry Design Model the teachers will analyze the summative performance task and take informed action to identify the instructional impact of student success on the Hawaii Core Standards in Social Studies. SW 6</p>	<p>Curriculum Coach</p> <p>Admin. Lead for Social Studies Departments</p> <p>Social Studies Teachers</p> <p>Students</p>	<p>WSF</p> <p>ESSER</p> <p>Title I</p>	<p>Formative Performance Tasks</p> <p>Summative Performance Tasks</p> <p>Taking Informed Action</p>
WIS Students will be able to utilize learning strategies to assist them in learning (Thinking Maps, AVID Strategies etc.)	17. WIS Teachers will incorporate learning strategies into their lessons in order for students to be able to use the strategies on their own. SW 6	<p>Curriculum Coach</p> <p>Admin</p> <p>Students</p>	<p>WSF</p> <p>Title I</p>	<p>Classroom samples</p> <p>Focus Walkthroughs</p> <p>Student work</p>
<p>WIS Students will have an array of activities and experiences that will help them with positive social emotional learning.</p> <p>Learning will include activities that follow the Association for Middle Level Education (AMLE) philosophy of: responsive, challenging, empowering,</p>	18. Implement a consistent Schoolwide Advisory System which addresses all HMTSS components (including, but not limited to): Academic (tutoring for core content areas), Physical (Intramurals), Clubs, Council, Behavioral (ex. Kupono card, Makana Aloha, AVID strategies), and Social Emotional Learning	<p>Administration</p> <p>Athletic Director</p> <p>Counselors</p> <p>Student Activities Coordinator</p>	<p>WSF</p> <p>Title I</p> <p>ESSER</p> <p>CLSD Grant</p>	<p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> • Jr. Marauder Cup data (participation, highest team GPA scores, etc) • Schedules • Improvement on Panorama SEL Data • Increase of student participation in Kupono

Academic Plan SY 2022-2023

equitable, and engaging.	(ex. Sense of Belonging, Growth Mindset, Self-Efficacy, Grit, Emotional Regulation, Self-Management, Social Awareness), Student Government SW 6	Students Services Coordinators Class and Club Advisors Teachers		bucks store • Inter School Athletics (ISA) grade checks
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Academic Plan SY 2022-2023

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: Focused Professional Development – Develop and grow employees to support student success and continuous improvement.

Outcome:

Waipahu Intermediate School will have a high-performing culture where employees have the training and support through collaboration and professional development to contribute effectively to student success.

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities * Focused on building capacity, calibration, etc. with the ultimate goal of empowering teachers.	Accountable Lead(s) * Contributing Team Members	Source of Funds	Define the relevant data used to regularly assess and monitor progress Monitoring Progress: (How will you know change is taking place as a result of the enabling activity?) SW 3
WIS will support our complex's K-12 College and Career Academy system and develop our Pre-Academy design through collaboration, professional development, and educational/professional experiences.	1. Develop/Understand the College and Career Academy Structure for Waipahu Intermediate School and how it relates to WHS Academies SW 5, 6 2. Collaboration between complex elementary schools and high school SW 5, 6 3. Understanding and initial implementation of the National Career Academy Coalition National Standards of Practice SW 5, 6	Administration Academy Director Resource Teachers Complex Area Support Team	WSF	School Pre-Academy structure Academy implementation plan NCAC NSOP progression and rubric Meeting minutes

Academic Plan SY 2022-2023

	4. Expansion of course offerings that align to the Academy Structure SW 6			
WIS teachers will focus on implementing learning strategies to support student success.	5. WIS teachers will receive training and support to use strategies: AVID WICOR, Thinking Maps, Design Process, Teaching & Learning Framework in their instructional practices in order to support student learning and when possible use it for formative assessment SW 6	AVID Site Team Teachers		The following relevant data will be used: <ul style="list-style-type: none"> • Walkthrough focus data (AVID Academic Language and Literacy) • Teacher feedback (e.g. surveys, interviews) • Meeting agendas and minutes
WIS English Language Arts (ELA) Teachers will focus on success criteria of priority standards based on data.	6. WIS ELA Teachers will review and modify priority standards and learning progressions based on student data. SW 6 7. WIS ELA Teachers will review and modify assessments and rubrics that align to the success criteria of priority standards. SW 6 8. WIS ELA Teachers will show evidence of student growth through the data team process for focused priority standards. SW 6	Curriculum Coach Admin. Lead for English Language Arts Department English Language Arts Teachers	WSF Title 1 CLSD Grant ESSER	The following relevant data will be used: <ul style="list-style-type: none"> • Professional Development (PD)/Professional Learning Communities (PLC) Agenda and Minutes • Curriculum Map • Scope and Sequence of Curriculum Map • Data Team Assessments <ul style="list-style-type: none"> ◦ Pre and Post • Common Formative Assessments Data • Data Team Analysis • SBA Interim Assessments • Focused Walkthroughs
WIS Math Teachers will focus on success criteria of priority standards based on data.	9. WIS Math Teachers will continue to practice breaking down priority standards to success criteria and learning progressions. SW 6 10. WIS Math Teachers will continue to create assessments and rubrics that align to the success criteria of priority standards. SW 6	Curriculum Coach Admin. Lead for Math Department Math Arts Teachers	WSF Title I ESSER	The following relevant data will be used: <ul style="list-style-type: none"> • PD/PLC Agenda and Minutes • Curriculum Map • Scope and Sequence of Curriculum Map • Data Team Assessments <ul style="list-style-type: none"> ◦ Pre and Post • Common Formative Assessments Data • Data Team Analysis

Academic Plan SY 2022-2023

	11. WIS Math Teachers will show evidence of student growth through the data team process for focused priority standards SW 6			
WIS EL Math Teachers will focus on success criteria of priority standards based on data.	<p>12. EL Math teachers will communicate with (the next grade level) and align current grade level standards with the next grade level (Ex. 7th to 8th, 8th to 9th - Algebra) SW 6</p> <p>13. EL Math teachers will practice EL strategies: scaffolding, chunking, marking the text, differentiation, SIOP strategies, etc.. SW 5, 6</p> <p>14. EL Math teachers will identify and address the identified priority standards. SW 6</p>	EL Math Teachers		<ul style="list-style-type: none"> Curriculum Map (with identified priority standards) Scope and Sequence of Curriculum Map Formative Assessments Compile assessment data
WIS Science Teachers will focus on integrating the 3 Dimensions (Disciplinary Core Ideas, Cross Cutting Concepts and Science and Engineering Practices) of the New Generation Science Standards through the development of their Storyline.	<p>15. Through Professional Development and Professional Learning Communities the Science Teachers will:</p> <ul style="list-style-type: none"> Plan, Collaborate and Share the development of their Storyline Practice Implementing the Inquiry Cycle Strategy Differentiation Strategies Collaborate to Develop Assessments and Rubrics Practice Inter-rater Reliability Data Analysis SW 6 	<p>Curriculum Coach</p> <p>Admin. Lead for Science Department</p> <p>Science Teachers</p>	<p>WSF</p> <p>ESSER</p>	<p>The following relevant data will be used:</p> <ul style="list-style-type: none"> PD/PLC Agenda and Minutes Storyline (Curriculum Map) Scope and Sequence of Storyline Data Team Assessments <ul style="list-style-type: none"> Pre and Post Summative Common Formative Assessments Data Team Analysis
Strengthen pedagogical practices by building the capacity of computer science teachers and possibly other	16. Professional development and networking opportunities for leaders, coaches, teachers:	Complex Area Teacher	Title II	<p>The following relevant data will be used:</p> <ul style="list-style-type: none"> Report card grades

Academic Plan SY 2022-2023

elective teachers to support students in achievement of CSTA Computer Science standards.	<ul style="list-style-type: none"> Content and Instructional Practices Differentiation Strategies Assessment and Calibration SW 6	Computer Science Teachers		<ul style="list-style-type: none"> State CS Data Dashboard Implementation Plan PD/PLC participation PD Survey Results
WIS Social Studies Teachers will focus on selected Inquiry Standards and engage students in the Inquiry Design Model (IDM) by showing evidence of student growth through formative performance tasks, summative performance tasks and taking informed action.	<p>17. Through Professional Development and Professional Learning Communities the Social Studies Teachers will:</p> <ul style="list-style-type: none"> Plan, Collaborate and Share a collection of Inquiry Design Models Differentiation Strategies Collaborate to Develop Performance Task Rubrics Practice Inter-rater Reliability Data Analysis SW 6	<p>Curriculum Coach</p> <p>Admin. Lead for Social Studies Department</p> <p>Social Studies Teachers</p>	<p>WSF</p> <p>ESSER</p>	<p>The following relevant data will be used:</p> <ul style="list-style-type: none"> PD/PLC Agenda and Minutes Scope and Sequence of IDM Data from Performance Tasks <ul style="list-style-type: none"> Data Analysis of Performance Tasks Student Artifacts of Taking Informed Action Focused Walkthroughs
WIS Teachers will teach and reinforce learning strategies for students to be able to access the curriculum and be successful.	<p>18. WIS Teachers will incorporate learning strategies into their instructional practices to support student learning and when possible use it for formative assessment. Eg. Thinking Maps, AVID Strategies, Teaching & Learning framework, Skills for Thinking etc. SW 6</p>	<p>Curriculum Coach</p> <p>Admin</p> <p>All Teachers</p>	<p>WSF</p> <p>Title I</p>	<p>Classroom samples</p> <p>Focus Walkthroughs</p> <p>Student work</p>
Strengthen pedagogical practices by building the capacity of teachers who provide services to students identified as needing EL and/or IDEA support in their least restrictive environment.	<p>19. Coordinate and facilitate school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> Planning and Collaboration Data Analysis Focused Professional Development SW 6 	<p>EL Department Head</p> <p>SPED Department Head</p> <p>Admin Lead for EL</p> <p>Admin Lead for SPED</p> <p>Student Services Coordinator</p>	<p>WSF</p> <p>Title I</p>	<p>The following relevant data will be used::</p> <ul style="list-style-type: none"> PD/PLC participation Inclusion rate PD survey results Walkthroughs observing application of topics covered in Professional Development

Academic Plan SY 2022-2023

<p>WIS General Education and Special Education classroom teacher will become EL certified by SY 2024-25 as required by HIDOE</p> <p>WIS ELL Full-Time Educators (FTEs) and Part-Time Teachers (PTTs) will become TESOL certified by SY 2024-25 as required by HIDOE</p>	<p>20. Through Professional Development and Professional Learning Communities the General Education and SPED Teachers will earn six (6) EL college and/or professional development credits and/or 72 hours from attending EL courses SW 6</p> <p>21. Through Professional Development and Professional Learning Communities the ELL Content Area Teachers will attain highly qualified status in TESOL either through licensure and/or graduate from a TESOL teacher program SW 6</p> <p>22. Transition EL students to mainstream classes SW 6</p> <p>23. Use AVID Academic Language Literacy strategies in self-contained EL classes SW 6</p>	<p>Admin. Lead for ELL Department</p> <p>ELL Program Coordinator and Department Head</p> <p>ELL Content Area Teachers</p> <p>ELL Part-Time Teachers</p>		<p>The following relevant data will be used:</p> <ul style="list-style-type: none"> eHQ report of TESOL certified and EL certified teachers PD/PLC Agenda and Minutes Data from Performance Tasks Student work samples WIDA ACCESS, SBA, iReady test scores Number of students accepted into high school AVID elective program Number of students transitioned from EL SFC to Gen Ed classrooms
<p>All WIS Elective teachers will continue training and supported for Project Based Learning (PBL)</p> <p>PBL Projects and aligned with content standards and career exploration opportunities.</p> <p>Increase capacity of PBL implementation and training for other</p>	<p>24. WIS will provide support for Elective teachers to continue implementation of PBL with scheduled PD training and collaboration time.</p> <ul style="list-style-type: none"> PBL 101 training for new elective teachers. Scheduled PD training workshops. PBL Lead will schedule teacher PLC and collaboration time. SW 6 	<p>PBL Lead</p> <p>Admin Lead for PBL</p> <p>All Elective Teachers</p>	<p>WSF</p> <p>Title I</p>	<p>The following relevant data will be used to support WIS Elective teachers:</p> <ul style="list-style-type: none"> Project Proposal Forms Essential Project Design Checklists Completed Project Planners Student Work Samples (Formative Assessments) Leader Learning Observations/Walkthroughs Presentations of Learning

Academic Plan SY 2022-2023

subject area teachers.	25. WIS will start to expand PBL training beyond elective instructors. PBL training will be expanded to include other content area(s) SW 6			
<p>Induction and Mentoring: New/Beginning teachers will strengthen their professional capacity.</p> <p>WIS will increase the amount/percentage of highly qualified teachers.</p>	<p>26. Teachers will participate in Professional Learning Communities and receive professional development. SW 6</p> <p>27. Mentor teachers will be provided from the school or complex area SW 6</p> <p>28. Provide funding to assist teachers to meet Hawaii Qualified Teacher (HQT) requirements.</p> <ul style="list-style-type: none"> • Conferences • Professional Development • PRAXIS reimbursement • Course Work SW 5, 6 	<p>Administration</p> <p>School and Complex Teacher Mentors</p>	Title II	<p>The following relevant data will be used:</p> <ul style="list-style-type: none"> • School HQT/NHQT Reports • PDE3 • Survey feedback • Reflections
All mentor teachers (MTs) have the opportunity to develop the ability to provide quality support to beginning teachers (BTs) as outlined in the State Standards of Mentoring Practice.	29. Participate in professional development and networking opportunities for leaders, coaches, teachers. SW 5, 6	<p>Administration</p> <p>I&M Teacher Lead</p>	Title II	<p>The following relevant data will be used:</p> <p>I&M School Status Reports:</p> <ul style="list-style-type: none"> • Time by Month • High Leverage Tools • PD/PLC Participation (PDE3) • State I&M Survey
WIS faculty and staff will have activities and experiences to provide positive social emotional growth and learning	<p>30. Professional development and SEL activities SW 6</p> <p>31. Opportunities to participate in school and complex area events SW 6</p> <p>32. Staff recognition SW 5, 6</p>	<p>Administration</p> <p>Counseling Department</p> <p>Student Services Coordinators Teachers</p> <p>Action Team</p>	<p>ESSER</p> <p>WSF</p> <p>Title I</p>	<p>The following relevant data will be used:</p> <ul style="list-style-type: none"> • Professional Development Agendas • School Level Event Attendance Data • Complex Area Event Attendance Data • Staff Reflections

Academic Plan SY 2022-2023

		Classified Supervisors		
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Academic Plan SY 2022-2023

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: 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:

Waipahu Intermediate School will continue to develop systems to implement and monitor school improvement efforts to support student success.

Waipahu Intermediate will continue to develop systems and a culture that fosters innovation and effectively organizes instructional and operational practices.

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	Accountable Lead(s) * Contributing Team Members	Source of Funds	<p>Define the relevant data used to regularly assess and monitor progress</p> <p>Monitoring Progress: (How will you know change is taking place as a result of the enabling activity?) SW 3</p>
Waipahu Intermediate School will continue to develop the academies model as an aligned K12 system that improves learning and student achievement to ultimately prepare all students for career, college, and citizenship.	<p>1. Develop and implement WIS Academy Plan. SW 5, 6</p> <p>2. Implement the NCAC National Standards of Practice SW 5, 6</p> <p>3. Provide professional development on the Academies Model SW 5, 6</p>	<p>Administration</p> <p>Academy Director</p> <p>Complex Area Support Team</p>	<p>WSF</p> <p>ESSER</p>	<p>The following relevant data will be used:</p> <ul style="list-style-type: none"> • PD/PLC participation • PD survey results • Implementation Plans <ul style="list-style-type: none"> ◦ Including status checks • Meeting agendas and minutes <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p>

Academic Plan SY 2022-2023

	4. Participate in complex school collaboration SW 5, 6			
WIS will develop and sustain the AVID program to help prepare all students for college and careers.	5. Use data to develop, monitor, and adjust the AVID program in order to provide students opportunities in college and careers. SW 6	AVID Site Team	WSF	The following relevant data and activities will be used to support schools: <ul style="list-style-type: none"> • certification report • data report • meeting agendas and minutes • artifacts
Develop a system to increase Inclusive Practices (At-risk, SPED, EL, SES) at WIS	6. Develop/improve system to ensure Inclusive Practices at WIS with measures of success. SW 6 7. EL School Plan SW 6	Administration Student Services Coordinator SPED & EL Department	WSF Title I	The following relevant data and activities will be used to support schools: <ul style="list-style-type: none"> • Quarterly Meeting Agendas/ Minutes • Walkthroughs focusing on implementation of Inclusive Practices • Artifacts
Monitor Yearly Grade Level Learning Plans (GLLPs) for 7th and 8th grade EL teams	8. The EL department will create a process to develop, update, and monitor yearly Grade Level Learning Plans (GLPs) with SMART goals for each group of EL students aligned to the area of needs identified by the students' WIDA scores. SW 6 9. Advisory boost with EL Core Content Area teachers (need consensus from EL teachers) SW 6 10. PTT push-in services in EL Core Content Area classrooms SW 6	Admin for ELL ELL Department Chair/Program Coordinator ELL Department FTEs and PTTs	WSF Title I Title II	GLLP Samples GLLP progress measures WIDA ACCESS scores iReady Reading and Math scores Newcomer Data Collection Tool PTT Daily Monitoring Log Report card grades and attendance records

Academic Plan SY 2022-2023

	11. Newcomer Class for pull-out services SW 6			
WIS will develop and sustain HMTSS based on school design addressing academics, behavior, social/emotional needs, and physical well-being.	<p>12. Provide school staff with professional development in monitoring and adjusting HMTSS systems which give students the best opportunity to achieve. SW 6</p> <p>13. Documentation of progress within all 4 components and all 4 domains SW 6</p> <p>14. Provide opportunities for the school community (parents, guardians, business partners, etc.) to learn how to support student HMTSS needs SW 6, 7</p>	<p>Admin. lead for Counseling Department</p> <p>Counselors</p> <p>SSCs</p> <p>SPED Department</p>	<p>WSF</p> <p>ESSER</p> <p>Title I</p>	<p>The following relevant data will be used to support schools:</p> <ul style="list-style-type: none"> • Quarterly meeting agendas and minutes • HMTSS implementation plans • PD Survey results • Student SEL Panorama Surveys • Implementation Plans- Including Status Checks • School Community Event Exit Surveys
<p>WIS will have a transition activities for incoming 7th graders to help them be successful at the intermediate school</p> <p>WIS will have transition activities for 8th graders to help them be successful as they move to high school</p> <p>WIS will engage families as valued partners and will include them in school activities</p>	<p>15. Summer, intercession, and after school transition activities SW 6</p> <p>16. Orientation SW 5, 6, 7</p> <p>17. Campus visitations SW 5, 6</p> <p>18. Guest speakers SW 5, 6, 7</p> <p>19. Clubs and complex athletics, performances, and competitions SW 6</p> <p>20. Celebrations, performances, parent</p>	<p>Admin. Lead for OST</p> <p>UPLINK Coordinator</p> <p>ISA Coordinator</p> <p>Student Activities Coordinator</p> <p>Student Services Coordinators</p>	<p>21st Century</p> <p>Uplink</p> <p>Title I</p> <p>ESSER</p> <p>WSF</p>	<p>The following relevant data will be used:</p> <ul style="list-style-type: none"> • Student attendance during summer transition activities • Student attendance and participation in clubs, athletics, performances, and competitions • Agendas from transition activities

Academic Plan SY 2022-2023

	orientations, professional development SW 6			
WIS will develop/redesign a communication/decision making model, and management information/data system.	<p>21. Collaboration with and between professional learning communities, teams, action teams, departments, and school community council SW 6</p> <p>22. Professional development SW 6</p> <p>23. Meeting schedule SW 6, 7</p>	<p>Administration</p> <p>Steering members</p> <p>Classified Supervisors</p> <p>School Community Council</p>	WSF	<p>School documents, meeting agendas, meeting minutes</p> <p>Calendar of discussion topics and professional development/training</p>
WIS will develop and monitor the system of pairing all Year 1-2 Beginning Teachers (BT) with a trained Mentor Teacher (MT) within 2 weeks of appointment or start date.	<p>24. Regularly update Induction & Mentoring (I&M) School Status Reports, communicating program updates with complex leads. SW 6</p> <p>25. Establish a schoolwide system, to support BTs</p>	<p>Admin lead</p> <p>Mentor Teachers</p> <p>I & M WIS Teacher</p>	WSF	<p>The following relevant data will be used to support the I&M program:</p> <p>Reflections from participants</p> <p>Action Committee Quarterly Meeting Agendas</p> <p>I&M School Status Reports:</p> <ul style="list-style-type: none"> ● BT/MT Pairing ● BT Appointment Date ● Time by Month (Kiano)

Academic Plan SY 2022-2023

Glossary of Terms & Acronyms:

ALL - Academic Language Literacy

AMLE – Association for Middle Level Educators

AVID - Advancement Via Individual Determination

CLSD - Comprehensive Literacy State Development (Federal grant)

CSTA - Computer Science Teachers Association (Computer Science Standards)

CS - Computer Science

EL - English Learners

ELA - English Language Arts

ESSER - Elementary and Secondary School Emergency Relief Fund (Federal funds)

EXCEL - AVID for ELs

I&M - Induction and Mentoring

IDEA - Individuals with Disabilities Education Act

ILP - Individual Learning Plan

ISA - Interscholastic Athletics

K-12 - Kindergarten to 12 Grade

LTEL - Long Term English Learner

NCAC – National Career Academy Coalition

NGSS - Next Generation Science Standards

NSOP – National Standards of Practice (National Career Academy Coalition – standards to for certification)

PBL - Project Based Learning

PD - Professional Development

PLC - Professional Learning Communities

PTP - Personal Transition Plan

PWCA - Pearl City/Waipahu Complex Area

SBA - Smarter Balanced Assessment

SEL - Social Emotional Learning

SPED - Special Education

TESOL - Teaching English to Speakers of Other Languages

Title I - Federal Funds based on student low socioeconomic status

Title II -Federal Funds (professional development) intended to support teachers, principals, improve the overall quality of instruction and ensure equity of educational opportunity for all students.

Title IV - Federal Funds - Student Support and Academic Enrichment Grants, Family Engagement in Education Programs

WASC - Western Association of Schools and Colleges (Accreditation Group)

WIDA - World Class Instructional Design and Assessment

WIS - Waipahu Intermediate School

WHS - Waipahu High School

WSF - Weighted Student Formula (State funds)