



Ilima Intermediate School

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for

Submitted By: Christopher D. Bonilla
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Date: 4/19/2021
Date:

Sean Tajima

SEAN TAJIMA
COMPLEX AREA SUPERINTENDENT

MAY - 7 2021

Three-Year Academic Plan SY 2021 - 2022

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● 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 ▪ Wasc Category A: Standard Based Student Learning: Governance ● Other 	<p>1. NEED Close the achievement gap by developing a framework of Response to Intervention empowering teachers to analyze data, differentiate instruction and make professional decisions in improving academic as well as social emotional learning for students.</p> <p>Contributing or root cause determining Learning need(s): WASC: Visiting Committee Critical Areas for Follow-Up (March 2-5, 2020 Full Self-Study Visit)- (1) The Visiting Committee recommends that Ilima continue to develop the concept of the interdisciplinary team to provide increased support for the socio-emotional well-being of students and increased academic exploration.”</p> <p>Math Claim: (Concepts and Procedures) The data results indicate a need to focus on “explaining applying mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.” The math standard/claim focuses on the ability to solve a mathematical problem accurately and understand why math procedures work.</p> <p>ELA Claim: (Reading) The data results indicate a need to focus on “read closely and analytically to comprehend a range of increasingly complex literary and informational texts.” The reading standard/claim focuses on the ability to understand and grasp the central idea from a literary and informational text, while extracting pertinent evidence or information to support the central idea based on a range of text dependent questions.</p> <p>Math Gap Rate</p> <ul style="list-style-type: none"> · 2017 – 2018 = 19 points · 2018 – 2019 = 22 points <p>ELA Gap Rate</p> <ul style="list-style-type: none"> · 2017 – 2018 = 24 points · 2018 – 2019 = 25 points <p>2. NEED: Develop and incorporate project based learning/real world experiences across disciplines in order to encourage deeper understanding of the content and skills required for college, work, and life beyond school. Project Based</p>

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Learning/Real World experiences provides opportunities to integrate and apply knowledge from multiple subject areas into a relevant and authentic learning experience.

Contributing and root causes determining Learning Need(s)

Math Claim: (Problem Solving) The data results indicate a need to focus on analyzing complex, real world scenarios and can construct and use mathematical models to interpret and solve problems.” The math standard/claim focuses on the ability to apply mathematical skills at an age appropriate level to solve problems rooted from everyday life and society.

WASC Category B – Standards based Student Curriculum

1. Departments will continue working towards integration of disciplines to help service the “Whole Child”

WASC Category C – Standards Based Student Instruction

1. Teachers will continue to provide and create more age appropriate opportunities for real world experiences in order to actively engage our students in challenging appropriate learning activities.

3. NEED:

Review and revise school wide progress through Academic Review Team (A.R.T) in the collection, analyzing, and reviewing of data based on the effectiveness of program/initiative and Data Driven Instructional Cycle (DDIC) implementation in relation to student mastery.

Contributing and root causes determining Learning Need(s)

WASC: Visiting Committee Critical Areas for Follow-Up (March 2-5, 2020 Full Self-Study Visit) -

(1) **The Visiting Committee recommends that Ilima continue to work on a framework evaluating the effectiveness of professional development, use of technology, and programs”**

(2) **The Visiting Committee recommends that Ilima build upon learning intentions and success criteria to utilize feedback and grades that communicate the achievement of standards”**

WASC Category A – Standard Based Student Learning: Governance

1. Leadership will continue to refine and/or develop a formal way to evaluate consistency and effectiveness of program/initiative implementation with qualitative and quantitative data (ART meetings).

WASC Category D– Standards Based Student Learning: Assessment and Accountability

1. Teachers will be allotted time to continue to use the DDIC process in order to deconstruct standards to ensure student mastery.

2. Teachers will continue to implement LISC in the classroom to bring about clarity and assessment to what they should be

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	<p>teaching and what students should be learning</p> <p>Addressing Equity: Subgroup Identification</p> <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><u>EL - (SGP ELA: SY16'17 = 66.8, SY17'18' = 55, SY18'19' = 56.7) / (SGP Math: SY16'17' = 63.2, SY17'18' = 57, SY18'19 = 56.4)/ (STRIVEHI Growth to Target(SY17'18' = 24%, SY18'19' = 12%, SY19'20' = 10%)</u></p> <ul style="list-style-type: none">- Lack of exposure to various types of academic vocabulary- Need to improve reading comprehension skills- Unable to explain their reasoning (metacognition) <p><u>SpED - (SGP ELA: SY16'17 = 45.3, SY17'18' = 55, SY18'19' = 50) / (SGP Math: SY16'17' = 46, SY17'18' = 68, SY18'19 = 47)</u></p> <ul style="list-style-type: none">- Individualized learning needs and growth in their present levels of education performance- Reading comprehension skills strategies are needed to support below grade level reading.- Challenges experienced by students when producing written material communicating their thoughts and reasoning.
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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Christopher D. Bonilla- Principal	<ul style="list-style-type: none"> ● Whole Child ● Community Partnerships
2. Jeffrey Fernandez- VP	<ul style="list-style-type: none"> ● ART ● Data Teams
3. Oscar Ramiscal- VP	<ul style="list-style-type: none"> ● Technology Integration ● CTE
3. Evan Song, Amber Shinjo - Instructional Coaches	<ul style="list-style-type: none"> ● Dept. Instruction (Song- Math, Science, Electives/Shinjo-ELA, SS) ● RtI Academics ● Title I/CNA
4. Gayle Lee, Gladys Carbonero- Coordinators for Vulnerable Populations	<ul style="list-style-type: none"> ● Equity for students receiving IDEA and EL services
5. Jerwin Descallar (Counselor) & Shayna De Guzman (PCNC)	<ul style="list-style-type: none"> ● Social-emotional learning & RtI B ● Outreach/Parent Support
6. Amber Shinjo- WASC Coordinator A: Organization/Governance B: Curriculum	8. FOL Committees Leads- TBD

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C: Instruction D: Assessment/Accountability Evan Song E 1: School Culture E 2: Student Support	
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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 three years,	Rationale:
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Objective 1

Academic growth will increase in lieu of lessons and instruction being driven by a collection of formal and informal data.

Math

- The Sped MGP for the Math SBA will increase from 46.96 to 52
- The ELL MGP for the Math SBA will increase from 56.41 to 61

ELA

- The Sped MGP for ELA will increase from 50 to 55
- The ELL MGP for ELA will increase from 56.71 to 62

Objective 2

Based on the Response to Intervention process, all students receive academic and social-emotional support in order to support an conducive environment that encourages students to engage fully into their learning

- Increase the percentage of students reporting a positive school climate to 85%, as measured by the Panorama Survey
- 55% of students in grades 7 and 8 will meet proficiency for the ELA/Literacy SBA by the end of SY 2021 – 2022
- 42% of students in grades 7 and 8 will meet proficiency for the math SBA by the end of SY 2021 - 2022.
- 35% of students in grade 8 will meet proficiency for the Science HSA by the end of SY 2021 - 2022

Objective 1

Through teaming and the data teams process, behavioral and academic data will be regularly analyzed. This will allow teachers to identify and address potential needs or challenges specifically but not limited to our high need students. Monitoring data on a routine basis provides timely intervention and promotes students to reach their greatest potential.

Objective 2

With implementation of Response to Intervention (RTI tiers 1 - 3) in both social emotional and academics, using Choose Love and I-Ready program, the RTI system of Tiers will provide students with a readiness to learn, social-emotional support, and cognitive development crucial to a students future success.

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Objective 3

Implementation of Visible Learning and the data teams process, across all academic disciplines and grade levels, will allow us to evaluate data and determine curricular effectiveness. Teacher clarity is displayed through the creation of clear learning targets, success criteria, and aligned assessments. Information and/or data is used in the data teams process in order to guide the implementation of researched based instructional strategies.

Objective 4

Students' positive well-being and health increases their readiness to learn, supporting their social and emotional needs, and cognitive development is crucial to their success as they move through adolescence into early adulthood.

As measured by the EES Panorama survey, the percent of students reporting a strong social connection between teachers and students within and beyond the classroom will be greater than or equal to 75%

Objective 3

According to research, teacher clarity defined as organization, explanation, examples and guided practice, and assessment of student learning, are prerequisites of teacher clarity. It is important for teachers to communicate the intentions of the lessons and notions of what success means for these intentions (Hattie, 2009).

The Data Teams process and visible learning will assist teachers and staff in monitoring student progress towards attainment of standards

Objective 4

According to research, creating a positive school climate can significantly contribute to academic success, and has shown to improve outcomes even for students from low socioeconomic backgrounds (Berkowitz et al.). In addition, research also shows that Social Emotional skills can boost Common Core implementation, specifically in the areas of: engaging with complex text and vocabulary (Elias, 58).

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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	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><u>SY (2021-2022)</u> Make data-driven decisions based on analysis of student and process data.</p>	<p align="center"><u>Data Teams/Visible Learning/RTI</u> <u>(2021-2022)</u> <u>Data Teams</u></p> <p>In the summer of 2021, All department leaders and coaches will attend training on the Data Teams process and analyzing data.</p> <p>Through the Reeves Data Teams Process and RTI, All departments will continue to analyze common Formative assessment data, for the purpose of identifying content-specific areas of need. Departments will engage in meaningful and data driven discussions about researched-based instructional strategies to address prioritized needs. In addition, prioritized needs will be relayed into team discussions in order to drive RTI Instruction on Teams. Emphasis will be on but not limited to the achievement gap within our ELL and SpED groups (Enabling Act. 1)</p>	2021 - 2022	Leadership Team	WSF Title I Title II	<p><u>(2021 - 2022 Metrics)</u> Targeted groups, ELL and Sped, will show a 5% increase in proficiency by May of 2022 in the Math Claim of Concepts and Procedures. (ELL SY 18'19: 38.1%) (Sped SY 18'19: 4.76%)</p> <ul style="list-style-type: none"> ● Data Team Cycle Minutes (Math) ● Data Team CFA Item Analysis ● I Ready Diagnostic with Domain Data <p>Targeted groups, ELL and Sped, will show a 5% increase in proficiency by May of 2022 in the Reading Claim of Warranting Evidence. (ELL SY 18'19: 34.5%) (Sped SY 18'19: 13.6%)</p> <ul style="list-style-type: none"> ● Data Team Cycle Minutes (ELA) ● Data Team CFA Item Analysis ● Iready Diagnostic with

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	<p>(Need 3, WASC Comm. Rec. 2)</p> <p>Consistently use research-based instructional strategies that are research based , differentiated, culturally relevant and responsive, and implement with fidelity. (Enabling Act. 2)</p> <p>Refine Template and Data Teams process to specifically focus on Priority Standards, Success Criteria, and Learning Progressions broken into increments throughout cycle to hone in on specific skills (Enabling Act. 3) (Need 3, WASC Comm. Rec. 2)</p> <p>Through the Data teams process in 2020 - 21, and reaffirmed by SBA ELA Assessment from 2018 -19 school year, it was determined that one of the predominant student needs involved reading; specifically warranting evidence. SY 2018 - 19, proficiency rate was determined at 70.62% proficiency. Therefore, ELA and Social Studies Departments will continue to support and work together to address this need via the data</p>				<p style="text-align: center;">Domain Data</p> <p>Students will demonstrate understanding of student voice through being able to speak about what they are learning and where they are in their learning through learning intention and Success Criteria in the classroom. An increase of 5% of students within the total school population will be able to speak to their learning by the end of May 2022. (Panorama Results SY 19'20: 79%, SY 18'19)</p> <ul style="list-style-type: none"> ● Classroom Learning Walks ● Quarterly Survey Checks ● Panorama Survey Results <p>75%% of the student population will be able to explain the importance of Social and Emotional learning and how it can make a difference in their academic and personal growth by May of 2022</p> <ul style="list-style-type: none"> ● Student Interviews ● Panorama Survey
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	<p>teams process and CFA's., (Enabling Act. 4) (Need 1, WASC Comm. Rec. 1)</p> <p>Through the Data teams process in 2020 - 21, and reaffirmed by SBA Math Assessment from 2018 -19 school year, it was determined that one of the predominant student needs involved mathematical procedures with precision and fluency. SY 2018-19, math claim of concepts and procedures was at a proficiency rate of 55.54% Therefore, Math and Science Departments will continue to support and work together to address this need via the data teams process and CFA's., (Enabling Act. 5) (Need 1, WASC Comm. Rec. 1)</p> <p>Data gathered through Data Teams and common formative assessments (CFA) will continue to be disseminated to teams with Targeted IReady diagnostic domain reports to help guide RTI instruction to better support students strengths and needs. (Enabling Act. 6) (Need 1, WASC Comm. Rec. 1)</p> <p>(2021 - 2022)</p>				
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	<p><u>Visible Learning</u></p> <p>Teachers will continue to implement the LISC process to clearly define the focus and expectation of a unit or lesson. (Enabling Act. 1) (Need 3, WASC Comm. Rec. 2)</p> <p>Teachers will continue to collaborate and refine learning intentions, success criteria, and learning progressions within their respective departments to bring about commonality and clarity amongst department teachers. (Enabling Act. 2) (Need 3, WASC Comm. Rec. 2)</p> <p>Through LISC'ing of priority standards and evidence based results within a learning progression, data will be used to monitor growth and guide differentiated instruction through the RTI process on teams (Enabling Act. 3) (Need 3, WASC Comm. Rec. 2)</p>				
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	<p><u>Year 2 EA (2021 - 2022)</u></p> <p><u>Teaming</u></p> <p>Together, teachers will share responsibility for academic success and growth, social and emotional well being, advocacy, and student life.</p> <p>(Enabling Act. 1) (Need 1, WASC Comm. Rec. 1)</p> <p>Teachers create a community that fosters relationships between adults and students. In lieu of this relationship, through advisory, Behavioral RTI will be implemented rooted by the “Choose Love” curriculum on academic teams.</p> <p>(Enabling Act. 2) (Need 1, WASC Comm. Rec. 1)</p> <p>Diagnostic and Instructional data will be monitored and reviewed by the collaborative team to better support students strengths and weaknesses during RTI.</p> <p>(Enabling Act. 1) (Need 1, WASC Comm. Rec. 1)</p>				
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	<p><u>(2021 - 2022)</u></p> <p><u>Academic RTI</u></p> <p>Team Teachers will continue to actively support Tier 2 and 3 students on their respective teams during class and RTI to help reduce response time</p> <p>(Enabling Act. 1) (Need 1, WASC Comm. Rec. 1)</p> <p>All Teachers will utilize, analyze, and discuss the Reading and Math I-Ready diagnostic and instructional program and its data on their respective teams to guide intervention tiers and instruction</p> <p>(Enabling Act. 2) (Need 1, WASC Comm. Rec. 1)</p> <p>The Math I-Ready instructional program will be tailored to support the content domain/priority strand being covered within the math classroom, providing a focused prerequisite review.</p> <p>(Enabling Act. 3) (Need 1, WASC Comm. Rec. 1)</p> <p>The Reading IReady instructional program will be tailored to support</p>				
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	<p>the content domain/priority strand being covered within the ELA classroom, providing a focused prerequisite review. (Enabling Act. 4) (Need 1, WASC Comm. Rec. 1)</p> <p>Review and refine common team RTI template to track student academic progress, shared to all internal staff stakeholders, to support students effectively and efficiently (Enabling Act. 5) (Need 1, WASC Comm. Rec. 1)</p> <p>Teachers to be trained by coaches and outside resources to incorporate Project/Problem Based Learning (Enabling Act. 6) (Need 2, WASC Cat. B and C)</p> <p>Team teachers collectively will begin creating problem/project based lessons incorporating multiple academic disciplines to provide real world applications. (Enabling Act. 7) (Need 2, WASC Category B and C)</p>				
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	<p><u>Year 2 (2021 - 2022)</u></p> <p><u>Behavioral RTI</u></p> <p>Review and refine current “Choose Love” Lessons. Revisions will be made through classroom teachers bringing the student voice to the forefront to better support students' Social/Emotional well being. (Enabling Act. 1) (Need 1, WASC Comm. Rec. 1)</p> <p>Continue to guide, instruct, and implement School Wide AVID strategies to support students organization, reflection, and levels of questioning. (Enabling Act. 2) (Need 1, WASC Comm. Rec. 1)</p> <p>Review and refine RTI template to monitor possible at risk students, will be shared to all internal staff stakeholders, to support students social and emotional well being. Promote quicker response and better communication (Enabling Act. 3) (Need 1, WASC Comm. Rec. 1)</p> <p>Team Counselors, providing clear guidelines to teachers for recommendation, will service social</p>				
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	<p>and emotional tier 2 and 3 students via group counseling using the specialized Second-Step Curriculum.</p> <p>(Enabling Act. 4) (Need 1, WASC Comm. Rec. 1)</p>				
<p><u>Year 2 - 2021 - 2022</u></p> <p>Pilot new curriculum to officially use in Year 3- SY 2022-2023</p> <p>Students in grade 7 and 8 will increase from 39% to 40% proficiency for the math SBA by the end of the 2021 - 2022 school year.</p>	<p style="text-align: center;"><u>Math</u></p> <p><u>Year 2 (2021 - 2022)</u></p> <p>All Teachers will administer the I-Ready Diagnostic and use the data to determine student strengths and weaknesses.</p> <p>Use the new curriculum, Ready</p> <p>Through the DDIC process, grade level Common Formative Assessments(CFA) will be created by all Math teachers based upon the SBA claim Concepts and Procedures. Teachers will utilize Curriculum map that was created based upon the above claim.</p> <ul style="list-style-type: none"> - I Ready Standards Mastery Checks for CFAs <ul style="list-style-type: none"> - Standards Mastery Check doesn't credit students who give equivalent answers. ex. ½ or 2/4 or 0.5 - Teachers may be expected to input data manually if needed. 	2021 - 2022	Mary Doles	WSF Title I- Teacher Title II	<p><u>Year 2 (2021 - 2022 Metrics)</u></p> <p>Targeted students receiving RTI supports will show a 5% increase in academic growth on a quarterly basis as measured by the Data Teams Process</p> <ul style="list-style-type: none"> ● i-Ready Diagnostic (Pre, Mid, and Post) ● i-Ready Content Domains ● Show growth on targeted domain ● RTI - Students will show 10% growth targeted domain from Pre-Diagnostic to Mid Diagnostic and Mid Diagnostics to Post Diagnostic ● Common Formative Assessments - Standards Mastery Check ● IABs (Summative Assessment) <p>Student Voice will increase by 25% on a quarterly basis regarding the amount of</p>

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	<p>Math Teachers will refine and review CFA rubric/success criteria to vertically align grade level standards, by utilizing curriculum map (6-9 standards).</p> <p>Math Dept. will continue to use IAB as a Common Summative Assessment in order to assess overall proficiency.</p> <ul style="list-style-type: none"> - Common Summative - IAB - Common Formative - Focused IAB or Standard Mastery <p>Teachers will use I-Ready Instructional and Diagnostic data to drive RTI.</p> <ul style="list-style-type: none"> - Q1 Numbers of Operation - Q2 Algebraic - Semester 2 Measurement & Geometry <p>Math Dept. will plan/organize a Math Night to showcase dept. and student work .</p> <p>All Math teachers will pilot the different math curriculums and decide which curriculum best suits the needs of our students</p> <ul style="list-style-type: none"> - Math Dept will 				<p>classrooms whose students can explain the LISC.</p> <ul style="list-style-type: none"> ● Classroom Learning Walks ● Panorama Survey ● Exit Slip/Reflection ● Do a Google Form - DEPT FORM (for once a quarter) and have the students complete it
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	<p>implement/pilot the Ready Curriculum</p> <p>- Alg. will implement Envision</p>				
<p><u>Year 2 - 2021 - 2022</u></p> <p>The ELA SGP in achievement will increase to 59 by the end of SY 2021 - 2022.</p> <p>By the end of 8th grade, students will increase from 50% to 55% proficiency for the ELA/Literacy SBA by the end of the 2021 - 2022 school year.</p>	<p style="text-align: center;"><u>ELA</u></p> <p><u>Year 2 - 2021 - 2022</u></p> <p>The writing supports below are used to assist students of varying levels with regards to the writing process. All are implemented and utilized to ensure student growth and success for every individual learner.</p> <ol style="list-style-type: none"> 1. Step Up to Writing - Helps with structure and coherence 2. Essay Writing: Chunking the Paragraphs 3. Sentence Stems 4. Scaffolding 5. Modeling 6. Student Exemplars 7. Video tutorials 8. Graphic Organizers 10. How to Research to Credible Sources <p>The reading supports below are used to assist students of varying levels with regards to reading comprehension. All are implemented and used to ensure</p>	2021 - 2022	Koryne Acob	WSF Title I Title II CK Lit. Grant	<p><u>Year 2 (2021 - 2022 Metrics)</u></p> <p>Students receiving RTI supports will show a 5% growth on their Iready Diagnostic.</p> <ul style="list-style-type: none"> ● I-Ready diagnostics (Pre, Mid, and Post) ● I-Ready weekly Instruction ● Quarterly Reading Embedded Assessments ● Quarterly Writing Embedded Assessments <p>Student Voice will increase by 25% on a quarterly basis regarding the amount of classrooms whose students can explain the LISC.</p> <ul style="list-style-type: none"> ● Classroom Learning Walks ● Panorama Survey

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	<p>student growth and success for every individual learner.</p> <ol style="list-style-type: none"> 1. Audio support 2. Modeling how to annotate while reading 3. Teaching context clues 4. Scaffolding 5. Vocabulary practice - Tier 1 (Content Specific Vocabulary) and Tier 2 (Every day Vocabulary) 6. SBA Preparation <p><u>Cultural Identity PBL Project</u></p> <p>Last year, 7th grade ELA teamed up with 7th grade social studies to pilot a cross curricular "Cultural Identity" PBL Project.</p> <ul style="list-style-type: none"> ● Aligns to social studies' curriculum on Hawaiian and Polynesian history ● Project had students explore their own cultural history ● Found a form of art that was specific to their specific cultural identity. ● Then created an explanatory project. ● They practiced researching credible sources by finding the origin of their form of art. ● Talked about how the specific form of art was important to 				
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	<p>them and who they are.</p> <ul style="list-style-type: none"> • Displayed all of this information on a visual aid model of their choosing. • Finally, had student presentations for students to learn about each other's cultures and build positive cultures for learning <p>We will implement this cross curricular PBL project next year with the 7th grade ELA and social studies departments.</p>				
<p><u>Year 2 (2021 - 2022)</u></p> <p>The percentage of students in Grade 8 who meet proficiency for the HSA/NGSS State-Wide Assessment will increase to 38%</p> <p>Expose and provide students the opportunity to relate science to real world learning experiences</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Year 2 (2021 - 2022)</u></p> <ul style="list-style-type: none"> • All Science Teachers will incorporate the use of StemScopes kits to enhance learning and real world experiences • All Science Teachers will continue using StemScopes as a resource to incorporate hands-on learning activities • Science Department will update and refine the curriculum map and pacing guide for each grade level with the support of StemScopes curriculum 	<p>2021 - 2022</p>	<p>Kristy Arakawa</p>	<p>WSF Title II CK Lit. Grant</p>	<p><u>Year 2 (2021 - 2022 Metrics)</u></p> <p>The percentage of students opportunities incorporating real world application will increase 25% as measured by:</p> <ul style="list-style-type: none"> • Science NGSS HSA twice a year • Common Formative Assessments via the Data Teams process (DDIC) <ul style="list-style-type: none"> ○ Cross curricular concepts and instructional strategies needed for state assessment • Curriculum Maps <ul style="list-style-type: none"> ○ StemScopes kits

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	<ul style="list-style-type: none"> • The Science Department will incorporate and adapt the StemScopes assessments and IAB Testlets as formative assessments to track and monitor student progress • The Science Department will review and refine VL LISC to gain teacher clarity on student expectations and deeper understanding of NGSS standards • The Science Department will re-bundle NGSS PE's to gain better understanding of learning intentions and success criteria 				<p>& lessons integrated into curriculum map (activities/lessons)</p> <ul style="list-style-type: none"> ○ LISC ○ NGSS Phenomenon (introduce real world application)
<p><u>Year 2 (2021 - 2022)</u> Students, at the end of the 8th grade year will, independently formulate, effectively support a claim(s) with defended evidence, articulate opinions on historical, political, economic,</p>	<p align="center"><u>Social Studies</u></p> <p><u>Year 2 (2021 - 2022)</u> Social Studies Teachers will align Common Formative Assessments (CFA) to standards based on Inquiry (Anchor) Standards of claims of reading and writing.</p> <p>The Social Studies Dept. will continue to collaborate with teachers from different academic disciplines to develop Problem Based Learning (PBL) with the goal of 1 unit by years end.</p>	2021 - 2022	Brian Cole	WSF Title II CK Lit. Grant	<p><u>Year 2 (2021 - 2022 Metrics)</u> Targeted students, from a chosen group, using the Data Teams process will show a 5% growth in CSA data during a given DDIC.</p> <ul style="list-style-type: none"> • Common Summative Assessments • Common Formative Assessments • ELA SBA and IAB data • I-Ready Instructional/Diagnostic • Team Meeting Minutes <ul style="list-style-type: none"> ○ RTI A/B

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<p>and social science topics.</p> <ul style="list-style-type: none"> ● PBL Projects ● NHD ● Grade level Team created cross curricular project <p>7th grade year will be embedding the skills for the 8th grade year culminating in a simulated scaled down project (2nd Semester). At the end of the 7th grade year students will be able to summarize a source(s), identify a claim(s) within the material along with supporting evidence and proper citation.</p> <ul style="list-style-type: none"> ● Scaled down Project ● Grade 	<p>Social Studies Dept will seek out more opportunities for the community to engage with the Ilima student base through guest speakers and virtual/physical tours, and/or infomed community action. Examples:</p> <ul style="list-style-type: none"> ● P.H.A.M. ● Ilima in-house resources ● Local Kahuna's ● Local Politicians (Civics)? <p>Supplementary activities to use with textbooks and new programs to replace present texts emphasize active learning and participation in research, community and other civic projects. Students should be using primary source materials and engaging in authentic inquiry.</p> <p>Social Studies Dept. will use appropriate meeting time to calibrate instructional practices using student samples from all teachers.</p> <p>Social Studies teachers will continue to refine and review Learning Intentions and success criteria (VL) with a focus on ELL support. Examples:</p> <ul style="list-style-type: none"> ● Teacher Big Book 				<ul style="list-style-type: none"> ● Student survey/SEL data ● Student samples <p>The students will engage in Problem-Based Learning on a semester basis as measured by student selected inquiries and products</p> <ul style="list-style-type: none"> ● Dept. Meeting Minutes ● National History Day Projects ● Learning Walkthrough Data
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<p>Level, team created, cross-curricular Project</p> <ul style="list-style-type: none"> ● PBL <p>100% of Social Studies teachers will continue to integrate the state standards as well as the LISC process into their curriculum</p>	<ul style="list-style-type: none"> ● Google suite modifications ● Local material <p>Teachers will use their grade level content standards and material to instruct and assess ART goal benchmarks.</p>				
<p><u>Year 2 (2021 - 2022)</u></p> <p>100% of elective teachers will promote life-long learning by incorporating the General Learner Outcomes (GLO's) in learning activities to support whole-child development and life-long learning.</p>	<p style="text-align: center;"><u>Electives</u></p> <p><u>Year 2 (2021 - 2022)</u></p> <p>Elective teachers will articulate with Campbell Highschool to begin alignment with CTE Academies to prepare students for their transition to high school, college, and career. (SW 6)</p> <p>Learning activities in and outside of school campus will promote knowledge and skills that connect to real world application, and/or college and career (CTE). Learning activities may also connect to other disciplines of study (Math, ELA, Science, and Social Studies, etc.) (SW 6)</p>	<p>2021 - 2022</p>	<p>Stephen Ing Kerri Fukuda</p>	<p>WSF Title I Title II</p>	<p><u>Year 2 (2021 - 2022 Metrics)</u></p> <p>As a department we will examine the implementation of all GLOs and identify the less frequently used GLOs. The frequency of these GLOs will increase by 10% each quarter to strengthen teacher implementation and students' GLO development.</p> <p>Documentation of:</p> <ul style="list-style-type: none"> ● GLO Frequency ● Professional Development - Instructional Strategies ● CTE alignment ● Multi-disciplinary activities ● Application of GLO in

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	<p>The department will incorporate internal/external professional development to strengthen GLO implementation and CTE alignment. (SW 6)</p> <p>All elective teachers will continue the use of social media to showcase student learning and the implementation of the GLOs. Social media posts will promote GLO development and community awareness of the GLO's</p> <ul style="list-style-type: none"> ● Social Media posting will be student initiated (led) to promote student voice. ● Social Media posting will bring awareness to whole-child, life-long learning development. ● Learning activities will incorporate student application of the GLOs to support the whole-child development and life-long learning. 				<p>Learning Activities:</p> <ul style="list-style-type: none"> ❖ Self-Directed Learner ❖ Community Contributor ❖ Complex Thinker ❖ Quality Producer ❖ Effective Communicator ❖ Effective and Ethical User of Technology
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<p>Year 2 (2021 - 2022))</p> <p>Research and learn about AVID Excel</p> <p>100% of classroom teachers continue to promote college and career readiness using content specific reading and writing activities as well as Time Management and Organization activities..</p>	<p style="text-align: center;"><u>AVID</u></p> <p><u>Year 2 (2021 - 2022)</u></p> <p>Participate in AVID Summer PD re: Language & literacy strategies.</p> <p>Research information and articulate with schools implementing AVID Excel</p> <p>AVID elective teachers will continue to expose students to real world opportunities through project based learning, field trips and guest speakers. In addition we the AVID elective will focus on AVID's WICOR strategies to prepare our students for high school, college, and beyond. A main emphasis will be placed on public speaking, reading and writing strategies.</p> <p>(SW 6)</p> <p>Schoolwide we will continue to support out students with the following AVID strategies:</p> <ul style="list-style-type: none"> ● Critical Reading via ELA and AVID Elective class ● Time Management and Organization via Advisory 	<p>2021 - 2022</p>	<p>Peter Celebre</p>	<p>WSF Title II CK Lit. Grant</p>	<p><u>Year 2 (2021 - 2022 Metrics)</u></p> <p>Identify AVID Excel Strategies</p> <p>90% of 7th and 8th grade students will complete AVID Binder and Time Management strategies in their advisory class at least 1 x per week.</p> <ul style="list-style-type: none"> ● Student work samples ● Binder Check rubric ● Qt. Binder check data/survey ● Grade checks templates ● Teachers lesson plans ● Student Learning Logs
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	<p>activities which include AVID Binder maintenance and checks</p> <ul style="list-style-type: none"> • Time Management routines (Grade checks, GPA calculations, Self reflections, Learning Logs, and Weekly To Do Lists) <p>Give PD to faculty based on teacher needs and requests for critical reading and AVID Time Management strategies. (SW 6)</p> <p>Administer Teacher Surveys to monitor and analyze information from Ilima’s teachers and students in regards to enhancing our students college and career readiness. (SW 6)</p>				
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<p><u>Year 2 (2021 - 2022)</u></p> <p>Utilize the STEM program to increase student access to real-world experiences and CTE preparedness.</p>	<p style="text-align: center;"><u>STE(A)M</u></p> <p><u>Year 2 (2021 - 2022)</u></p> <p>Continue to articulate partnerships with our feeder schools; focusing particularly on recruitment of female students in the STEM program.</p> <ul style="list-style-type: none"> ● Identify & track STEM academy female enrollment at JCHS to establish if our work at Ilima has contributed to increasing Girls in STEM ● Work with CK's Tammy Keller to use Perkins funding for programs opportunities to increase Girls in STEM <p>(SW 6)</p> <p>Recruit & Showcase the Ilima STEM program to students at our feeder elementary schools.</p> <ul style="list-style-type: none"> ● Survey incoming 7th graders at the beginning of SEM 1 & SEM 2 to establish if recruitment efforts at the feeder school resulted in them joining STEM at Ilima. Data will be reflected upon and shared with feeder schools. <p>(SW 6)</p> <p>Promote computer science by engaging in campus-wide events for National Computer Science Education</p>	<p>2020 - 2021 2021 - 2022</p>	<p>Sarah Miliante-Laffin</p>	<p>WSF Title I Title II</p>	<p><u>Year 2 (2021 - 2022 Metrics)</u></p> <p>During Year 2, the Ilima STEM Department will have at least 1 STEM student activity with the following community organizations:</p> <ul style="list-style-type: none"> ● Malama Pu'uloa ● Malama Learning Center or Camp Palehua ● Kokua Foundation's Plastic Free Hawaii
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	<p>Week that occurs the week of December 6, 2021. The Ilima STEM Department will also host events for “National Digital Learning Day” on February 22, 2022.</p> <ul style="list-style-type: none"> • Ilima’s STEM Department will host an event on campus for “National Computer Science Education Week” during the week of December 6, 2021 that will be open to JCHS Computer Science Students, and our feeder schools, as well as current Ilima Students to give them an immersive experience with coding. • Ilima’s STEM Department will host “National Digital Learning Day” on February 22, 2022, but hosting events in the STEM classrooms, and providing sample lessons to advisory teachers. <p>STEM students will find a STEM related cause to work on in our community by presenting, or testifying in front of either the Ewa Beach Neighborhood Board or the Hawaii State Legislature.</p> <ul style="list-style-type: none"> • STEM students will testify in writing or in person for at least 1 STEM related bill or 				
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	<p>issue during SY22-2 in front of the Hawaii State Legislature or Ewa Beach Neighborhood Board.</p> <p>The Ilima STEM Department will collaborate with Malama Pu'uloa's Sandy Ward to build and deploy our place-based STEM Learning Plan for students, focusing on Problem/Project Based Learning. (SW 6)</p> <p>Ilima's STEM Department will complete (1) unit utilizing the learning kits built by CK's Tammy Keller.</p>				
<p><u>Year 2 (2021 - 2022)</u> 100% of Special Education teachers will make data driven decisions in their role/practice</p>	<p style="text-align: center;"><u>SPED</u></p> <p><u>Year 2 (2021 - 2022)</u> Reevaluate our Learning Environment Criteria/Goals based on the needs of our incoming and current students.</p> <ul style="list-style-type: none"> ● Reevaluating the purpose of the learning environment. (i.e. want to use resource as a stepping stone to inclusion) <p>(SW 6)</p> <p>Continue meeting with feeder school to gather data for incoming students to ensure proper placements</p> <ul style="list-style-type: none"> ● Meet as SpEd department 	2021 - 2022	Amanda Jungblut	WSF SPPA Title II CK Lit. Grant	<p><u>Year 2 (2021 - 2022)</u> Based on Student Iready Math and Reading Data, there will be an increase of at minimum 10% in each of the specific academic domains implemented each quarter.</p> <p>Sped/Gen Ed Teachers to actively monitor and analyze</p> <ul style="list-style-type: none"> ● IReady Diagnostic (Pre, Mid, and Post comparisons) ● IReady Instructional Data ● DDIC Data from ELA and Math Cycles

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	<p>before the end of SY to group/discuss placement of students</p> <ul style="list-style-type: none"> ● Analyze data to strategically place students based on student needs and teachers strengths ● Ensure that by Q1, our students are in correct LRE placement <ul style="list-style-type: none"> ○ Rescinding Ss ○ Tier 2 Ss ○ Resource Ss <p>(SW 6)</p> <p>Utilize multiple data points (I Ready, observations, data sheets, etc) when making IEP changes/placement decisions for our students</p> <p>Building data collection - Professional Development</p> <ul style="list-style-type: none"> ● Understanding the purpose of data collection ● How to collect data ● Using the data to drive goals and objectives for IEPs <p>(SW 6)</p>				<ul style="list-style-type: none"> ● Academic grades per quarter
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<p><u>Year 2 (2021 - 2022)</u></p> <p>The percentage of EL students will show an achievement growth of 5%: on the WIDA ACCESS</p>	<p style="text-align: center;"><u>ELL</u></p> <p><u>Year 2 (2021 - 2022)</u></p> <p>EL elective class will continue to provide support to EL students by utilizing the I-Ready Programs in Reading and Math; they will also be provided with teacher-made assignments/projects on the basic elements of the English language through writing, reading, speaking, and listening.</p> <p>(SW 6)</p> <p>The EL students in Homeroom will be supported through one-on-one tutoring in academic areas of need, counseling support, character development, and peer-to-peer interaction from the EL teacher and/or PPT.</p> <p>(SW 6)</p> <p>EL students will be provided with one-on-one tutoring services in academic areas of need through the afterschool ELO Program.</p> <p>(SW 6)</p> <p>Continue to provide effective Professional Development opportunities</p> <p>(SW 6)</p>	<p>2021 - 2022</p>	<p>Gladys Carbonero and EL Para's</p>	<p>WSF Title I Title II Title III CK Lit. Grant</p>	<p><u>Year 2 (2021 - 2022)</u></p> <p>Increase the percentage of EL students at the "On or Above" level by 25% in both Math and Reading</p> <ul style="list-style-type: none"> ● I-Ready Reading ● I-Ready Math ● Academic Course Grades in Math, English, Science, and Social Studies ● Academic Course Grades in Homeroom ● Teacher Feedback/Input ● PPT Feedback/Input ● ELO Tutor Feedback.Input
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<p><u>Year 2 (2021 - 2022)</u> <u>Academic RTI</u> The percentage of students scoring in the At/Above grade level on the I-Ready math Diagnostic will reach the target of 60%</p> <p>The percentage of students scoring in the At/Above category in the I-Ready Reading Diagnostic will reach the target of 60%</p>	<p style="text-align: center;"><u>RTI</u></p> <p><u>Year 2 (2021 - 2022)</u> <u>Academic RTI</u> The I-Ready Program for Reading and Math, diagnostic and instructional data, will continuously be used to monitor student progress and to identify students with needs, as well as high-achieving students (SW 6)</p> <p>In a collaborative effort, Tier I interventions will also continue to be implemented via the data teams process through the differentiation of common instructional strategies, with an emphasis on SPED and ELL students. As an extension to this, teachers will also continue to differentiate within their classrooms on a daily basis. (SW 6)</p> <p>Tier 1, 2, and 3 interventions will continue to be implemented through the Academic Teams Homeroom guided by the respective Math and English teacher. (SW 6)</p> <p>Review and refine our implemented</p>	<p>2021 - 2022</p>	<p>Gayle Lee Evan Song Amber Shinjo Jerwin Descallar Leigh-Ann Casuga Ray Yonemura</p>	<p>WSF CK Literacy Grant Title I Title II</p>	<p><u>Year 2 (2021 - 2022)</u> <u>Academic RTI</u> Tier 2 and 3 students, including ELL and Sped, will show a 10% increase in growth in each Math Domain specified within each Academic quarter. (Q1 - Numbers and Operations, Q2 - Algebra, Q3 - Geometry, Q4 - Measurement and Data)</p> <ul style="list-style-type: none"> ● IReady Diagnostic (Pre, Mid, and Post) ● IReady Instructional Data ● Common Formative Assessment Through DDIC Cycles <p>Tier 2 and 3 students, including ELL and Sped, will show a 10% increase in growth in each Reading Domain specified within each Academic Quarter. (Q1 - Comprehension (Literature), Q2 - Vocabulary, Q3 - Comprehension (Informational Text))</p> <ul style="list-style-type: none"> ● IReady Diagnostic (Pre, Mid, and Post) ● IReady Instructional Data ● Common Formative Assessment Through the DDIC Cycles
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	<p>RTI system for monitoring and implementing RTI services on academic teams (SW 6)</p> <p>Review and refine the RTI problem-solving team practices (SW 6)</p> <p>Differentiated instructional training, support, and resources provided to teachers to better support the RTI process within respective teams. (SW 6)</p> <p><u>Year 2 - 2021 - 2022</u></p> <p><u>Behavioral RTI</u></p> <p>Staff will consistently implement Tier 1 behavioral RTI, including incorporating the Choose Love pillars across school settings and content areas. (SW 6)</p> <p>Staff will utilize a school wide process that includes the examination of student data (behavioral referrals, attendance, observation, etc.) for identifying students with behavioral needs beyond Tier 1. (SW 6)</p>				
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<p><u>Year 2 (2021 - 2022)</u> <u>Behavioral RTI</u> 100% of classroom teachers will implement the Choose Love Curriculum. School-wide efforts will be made to address the Social Emotional Learning (SEL) practices schoolwide</p>	<p>SEL curriculum Choose Love will be implemented as a Tier 1 level of support. Tiers 2 and 3 supports will be provided based on student need. (SW 6)</p> <p>Continue to collaborate and revisit partnerships with the YMCA Counseling as an additional system of support (SW 6)</p>				<p><u>Year 2 (2021 - 2022)</u> <u>Behavioral RTI</u> The number of Chapter 19 suspensions will decrease by 2% on a quarterly basis</p> <ul style="list-style-type: none"> Behavioral data via Infinite Campus and/or eCSSS Number of students referred to Tiers 2 and 3 supports
<p><u>Year 2 (2021 - 2022)</u> Students will experience a positive connection to their teachers and the school as measured by a percentage of at least 75% of favorable student responses on the Panorama Survey</p>	<p style="text-align: center;"><u>Whole Child</u></p> <p><u>Year 2 (2021 - 2022)</u> Choose Love will be implemented as a Tier 1 level of support. Tiers 2 and 3 will be provided based on student need (SW 6)</p> <p>Quarterly student surveys will be administered to elicit feedback/student voice regarding the students' social emotional well-being. (SW 6)</p> <p>Career Cafe Implementation</p> <ul style="list-style-type: none"> Continue JCHS Articulation 	<p>2020 - 2021 2021 - 2022</p>	<p><u>Counselors:</u> Jerwin Descallar Leigh-Ann Casuga</p> <p><u>Coach:</u> Erin Kato</p> <p><u>UPLINK Coordinator:</u> Pana Kia</p>	<p>WSF Title II CK Lit. Grant UPLINK</p>	<p><u>Year 2 (2021 - 2022)</u> Classroom engagement and teacher/student relationship will increase by 2% on a quarterly basis.</p> <ul style="list-style-type: none"> Panorama Survey-Semester 1 and 2 SQS Results quarterly student surveys # of disciplinary referrals

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	<p>Meetings</p> <ul style="list-style-type: none"> ● Introduce Career Cafe Interactive page with students and staff ● Students will be able to explore (via HMRM/Advisory) and be able to complete a few lessons & surveys via the Interactive page ● Prepares students for JCHS 9th grade registration <p>Virtual Guest Speakers</p> <ul style="list-style-type: none"> ● Career Day speakers will submit short videos sharing their career and how they succeeded at their job ● Videos will be edited and shared via the Career Cafe Interactive page ● A designated day or days will be set to explore these guest speakers virtually ● Students will be able to explore the various careers and not be limited to a few like in the past ● Utilizing the Climb Hi portal to plan guest speakers. <p>(SW 6)</p> <p>Community Service/Passion Projects (UPLINK)</p> <ul style="list-style-type: none"> ● UPLINK will continue to offer 				
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	<p>after school programs that promote student interest. Programs such as:</p> <ul style="list-style-type: none"> ● Activist Club allows students the opportunity to organize and advocate for important topics/issues. ● Drama Club helps students develop competence in the areas of theater by practicing oral language and English Language Arts skills. <p>(SW 5)</p>				
<p><u>Year 2 (2021 - 2022)</u> Parents will take an increased role in supporting their child's education via volunteer opportunities, parent instructional events and other student learning showcases.</p>	<p align="center"><u>Parent Involvement/Education</u></p> <p><u>Year 2 - 2021 - 2022</u> PCNC to serve as a liaison for parents regarding questions, concerns or issues related to virtual instruction</p> <ul style="list-style-type: none"> - Continue to utilize virtual parent support groups <p>(SW 7)</p> <p>Host parent sessions to talk about ways in which school provides opportunities for real life application and connections to JCHS' academies</p> <ul style="list-style-type: none"> - Virtual and in-person parent sessions <p>(SW 7)</p>	<p>2020 - 2021 2021 - 2022</p>	<p>PCNC Facilitator: Shayna Deguzman</p> <p>Principal: Christopher Bonilla</p>	<p>WSF Title I</p>	<p><u>Year 2 (2021 - 2022)</u></p> <ul style="list-style-type: none"> ● The Royal Parent Club (Parent volunteer) ● Parent Support Groups (Virtual choice board) ● Monthly Parent Newsletter ● School Partnership (Student Activities Coordinator, Counselors, Student Government, etc.) ● Community Partnerships (Weed N Seed, Ewalution96706, etc.) ● Parent Sign-in Sheets

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	<p>Continue to utilize parent newsletter for all school/student/community related information. (SW 7)</p> <p>Create a parent volunteer group to assist in future school events/projects (SW 7)</p> <p>Coordinate with school partnerships on community/parent events (Parent Coffee Hour, beautification projects, parent/family nights, sign waving, etc.) (SW 7)</p>				
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Goal 2: Staff Success. Ilima Intermediate has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,

Rationale:

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Ilima Intermediate will:

1. Model its vision and mission for its students and community.
2. Analyze the effectiveness of its School Design and student achievement results as measured by state-wide assessments.
3. Collaboratively refine its systems in place to specifically work on a framework evaluating the effectiveness of professional development, use of technology, and programs.

In order to support the concept of the Whole Child and close achievement gaps for EL and IDEA populations of students, Ilima Intermediate continues to refine its school-wide data analysis on the impact of academic instruction, school-wide LISC implementation, SEL and the new implementation of I-Ready universal screeners.

In light of its efforts during the COVID-19 pandemic, Ilima Intermediate is committed to analyzing the impact of school-wide efforts in order to improve its faculty and staff's abilities to implement:

1. Concept of the whole child
2. Community partnerships
3. Data Teams
4. Technology integration
5. CTE
6. Response to Intervention (Academic and Behavior)
7. Equity for students deemed as vulnerable population requiring additional academic and or SEL support (Ex: IDEA & EL)
8. Parent Support/Outreach
9. Focus on Learning Committees

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	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><u>SY (2021-2022)</u></p> <p>Expand school-wide unity and belongingness within the school culture</p> <p>Deepen implementation of LISC.</p>	<p>I. Engage in professional development addressing specific ways to model compassion, kindness and honesty.</p> <p>I. Core subject area teachers will improve success criteria enabling students to support their ability to become assessment capable learners.</p> <p>II. Teams will work towards developing a system of RtI support for Tiers 1, 2 and 3 moving forward from School Year 2020-2021.</p>	2021-2022	Vice Principa Jeff Fernandez	WSF Title I Title II CK Literacy Grant CTE Middle School funding	<ul style="list-style-type: none"> - Schedule of staff wellness activities - Results of common formative assessments - Adjustments to curriculum maps and pacing guides - I-Ready student progress analysis via Standards Mastery and diagnostic screener results. - Panorama results - Teacher initiated teacher-student surveys - IPDPs - PDPDPs

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<p>Improve student engagement.</p>	<p>I. Faculty and staff will revisit its vision and mission after having experienced one school year associated with the COVID-19 pandemic.</p> <p>II. Teachers and staff will analyze effectiveness of instructional strategies, apps and lessons to enhance learning outcomes via student assignments, projects, and grade earned.</p> <p>III. Teachers will analyze school-wide as well as individual Panorama student survey results</p> <p>IV. Counselors and PCNC to develop community outreach/engagement activities.</p> <p>V. Elective teachers will revisit understanding, implementation and</p>				
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	<p>analysis of students' use of GLOs</p> <p>VI. Elective teachers will learn how to make connections between their instruction and 8th graders' transition to JCHS's academies.</p> <p>VII. Identified teachers will participate in PD to infuse culturally relevant strategies and text into lessons.</p>				
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Goal 3: Successful Systems of Support. The system and culture of Ilima Intermediate works to effectively organize financial, human, and community resources in support of student success.

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Outcome: By the end of three years,	Rationale:
<p>Ilima Intermediate will have successfully completed its next WASC Mid-term visit during School-Year 2022-2023.</p>	<p>Based on Ilima Intermediate School's last WASC full self-study visit in March 2020, the WASC visiting committee headed by Dr. Martha Strock recommended the following critical areas:</p> <p>“The Visiting Committee recommends that Ilima continue to work on a framework evaluating the effectiveness of professional development, use of technology, and programs”</p> <p>“The Visiting Committee recommends that Ilima build upon learning intentions and success criteria to utilize feedback and grades that communicate the achievement of standards”</p> <p>“The Visiting Committee recommends that Ilima develop the concept of the interdisciplinary team to provide focused support for the socio-emotional of students and academic exploration.”</p>

Planning				Funding	Interim Measures of Progress
Desired Outcome	<p>Enabling Activities <i>(Indicate year(s) of implementation in next column)</i></p>	School Year(s) of Activity	ART Accountable Lead(s)	<p>Source of Funds <i>(Check applicable boxes to indicate source of funds)</i></p>	<p>Define the relevant data used to regularly assess and monitor progress</p>

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<p><u>SY (2021-2022)</u> Refine implementation of the Academic Review Team</p>	<ul style="list-style-type: none"> I. Progress monitoring using data from the team implementation of the I-Ready program. II. Progress monitoring via teacher-led classroom learning walks to evaluate the effectiveness of professional development. III. Progress monitoring via team implementation of the Choose Love SEL program IV. ART analysis will help to inform financial decisions regarding: <ul style="list-style-type: none"> a. Personnel b. Professional Development c. Equipment such as technology and other teacher resources 	<p>2021-2022</p>	<p>Vice Principal: Jeff Fernandez</p>	<p>WSF CK Literacy Grant Title II</p>	<p>Student assessment data from I-Ready universal screener and progress monitoring data</p> <p>I-Ready data will include all Pre, Mid and Post data sets.</p> <p>Academic grades from Quarterly progress reports and Report Card Quarterly Grades</p> <p>ART conference analysis minutes (i.e. next steps)</p>
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