Academic Plan for School Year 2023-24

School: ILIMA INTERMEDIATE SCHOOL

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps, 2) incorporating measurable outcomes that inform the closing of the achievement gap, and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).

<table>
<thead>
<tr>
<th>Principal (print): Mr. Shayne Greenland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s signature:</td>
</tr>
<tr>
<td>Date: 3/15/25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complex Area Superintendent (print): Mr. Sean Tajima</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Area Superintendent’s signature:</td>
</tr>
<tr>
<td>Date: APR 14 2023</td>
</tr>
</tbody>
</table>

Ilima Intermediate School, Version 1, 3/9/23
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
</table>
| Ilima Intermediate School will continue to develop and implement our (School Design - Continuous School Improvement Plan) through planning and collaboration designated time(s), a systematic process for grade level and school level articulation, and being more intentional with the implementation and expectations of Tier 1 evidence and research-based strategies; Ilima Intermediate students will demonstrate growth in their reading, math and science proficiency by the end of the school year. | Ilima Intermediate School believes that improving academic achievement is attained by demonstrating and modeling effective research-based and evidence based instructional strategies and techniques. Additionally, through examination, collaboration and the impact of instructional beliefs and practices are the foundational structures for gauging the efficacy of these efforts. If teachers commit to the Data Driven Instructional Cycle process to create effective tier 1 instruction and assessment on Common Core State Standards, then a consistent and equitable curriculum, instruction and assessment will be established to increase academic understanding of concepts and growth within content. If all teachers implement data driven multi-tier levels of support and common effective instructional strategies by content to all students, then there will be an increase in student academic growth and engagement. | Enabling Activity 1: Through planning and collaboration designated time(s), teachers will be involved in a systematic process (Plan, Do, Check, Act) to collect, analyze, and drive action to support the heterogeneous population of Ilima students.  
- All Core Subjects develop a common understanding of essential standards within the content areas.  
- During department and team articulation, teachers will collaborate on academic and GLO alignment to construct an awareness of K-12 alignment.  
- Teachers will be able to articulate the purpose of Learning Intentions and Success Criteria for identified priority standards.  
- During department and team articulation, teachers are to engage in discussion to review, analyze, and triangulate student data in order to determine how to support student success.  
- All staff will be more intentional with the implementation of AVID strategies to provide targeted instruction to meet the needs of the diverse learners. |

<table>
<thead>
<tr>
<th>Academic Growth</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
</table>
| 1.1.3: All students are proficient in mathematics by the end of the eighth grade, and those who are not proficient receive necessary and timely support to become proficient. | Math Achievement Gap  
- SY 2020 - 2021 - 19 points  
  - High Needs - 18%  
  - NonHigh Needs - 38%  
- SY 2021 - 2022 - 16 points  
  - High Needs - 20%  
  - NonHigh Needs - 36%  
Math IReady Diagnostic  
- SY 2021 - 2022 - 33% at/Above Grade level  
- SY 2020 - 2021 - 36% at/Above Grade level | State of Hawaii Public Education 2023-2029 Strategic Plan Priority I: High-Quality Learning for All  
Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.  
Goal 1.2: All students learn in a safe, nurturing and culturally responsive environment.  
Enabling Activity 2: Curriculum, Instruction, and Assessment  
- Math Department  
  - LISC Standards to bring Clarity amongst teachers |
1.1.2: All students read proficiently by the end of the third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

ELA Achievement Gap
- SY 2020 - 2021 - 33 points
  - High Needs - 33%
  - NonHigh Needs - 66%
- SY 2021 - 2022 - 23 points
  - High Needs - 38%
  - NonHigh Needs - 61%

Reading I-Ready Diagnostic
- SY 2021 - 2022 - 39% at/Above Grade level
- SY 2020 - 2021 - 40% at/Above Grade level

Science (NGSS) Proficiency
- SY 2021 - 2022 - 44% proficiency
- SY 2020 - 2021 - 29% (Baseline Year)

1.1.4: All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

ESSER Plan & Monitoring
- Healthy Habits, Healthy Schools (HMTSS, SEL/Trauma)
- Effective Academic Practices (Formative Instruction, Extended Learning Opportunities)

EL - Track to English Proficiency
- SY 2021 - 2022 - 5% on Track
- SY 2020 - 2021 - 12% on track

Special Education in General Ed setting
- 54% are receiving special education services in a general education class (SY 2021 - 2022)
- 46% are receiving special education services in a general

Goal 1.3: All students graduate high school prepared for college and career success and community and civic engagement.

Priority II: High Quality Educator Workforce in all Schools.
Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.
Goal 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.
Goal 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.
Goal 2.4: Complex area and state offices are comprised of effective staff whose work is aligned to support student learning.

Priority III: Effective and Efficient Operations at all Levels.
Goal 3.1: All school facilities are safe, well maintained, compliant with all laws and regulations, clean and attractive to provide a positive and inviting learning environment for students and staff.
Goal 3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective and efficient manner.
Goal 3.3: Families and staff are informed of and engaged in the planning and decision-making process affecting students in a meaningful and timely manner.

- Articulate with dept/grade levels to develop successful lesson implementation and effective standard based assessments
- Articulate and use data (Common Formatives, I-Ready Diagnostic/Instruction) to reflect/develop activities/strategies to increase student engagement and growth at each level of standard progression
- With the understanding of standard relations, incorporate real world scenarios/situations within units to to make connections to concepts/skills

- English Language Arts
  - Articulate on curriculum development and standard clarity using CCSS
  - Articulate with dept/grade level to develop successful lesson implementation and effective standard based assessment
  - Keeping the integrity of the Data Driven Instructional cycle, critique process of cycle to fit the needs of the dept.
  - With the understanding of standard relations, incorporate real world scenarios/situations within units to to make connections to concepts/skills

- Science Department
  - Articulate on curriculum development and standard clarity using NGSS
  - Articulate with dept/grade level to develop successful lesson implementation and effective standard based assessment
  - Keeping the integrity of the Data Driven Instructional cycle, critique process of cycle to fit the needs of the dept.
  - Incorporate real world scenarios/situations within units to to make connections to concepts/skills connected with Hawaii Aina and values
WASC Critical Area of Need to Follow-Up 1
Close the achievement gap between general education students and students receiving IDEA and ELL services

WASC Critical Area of Need to Follow-Up 4
The visiting committee recommends that Ilima build upon learning intentions and success criteria to utilize feedback and grades that communicate the achievement of standards

• Social Studies Department
  - LISC Standards to bring Clarity amongst teachers
  - Articulate with dept/grade levels to develop successful lesson implementation and effective standard based assessments
  - Articulate and use data (Common Formatives, I-Ready Diagnostic/Instruction) to reflect/develop activities/strategies to increase student engagement and growth at each level of standard progression
  - Incorporate current events to the past to make connections on how events affected hawaii life

• Sped Department
  - Collaborate and engage with core content areas in understanding content standards and to support success with learning progressions/success criteria
  - Create/Develop/Refine/Implement a common data tracking template to help facilitate data and student growth conversations
    - Individual goals and objectives of IEP's
    - Actual Grade Level standards
  - Professional development by District/Complex Resource to support the needs of department

Enabling Activity 3
Multi tiered Support System
- All Core Content Areas will use Data (Lei Kulia, IReady, Formatives/Summatives) to identify tiered groupings to effectively support struggling learners
- Professional Development to support the needs of our teachers
If Illima increases technology opportunities and provide hands on learning for Science, Technology, Engineering, and Mathematics programs, then more students will be exposed to potential career paths and opportunities.

**DOE - Act 51 (June 21, 2018)**
Develop and implement a statewide Computer Science curricula plan for public school students in Kindergarten through twelfth grade

**ESSER Plan & Monitoring**
- Effective Academic Practices (Formative Instruction, Extended Learning Opportunities)

**Enabling Activity 4**
Multi Tiered Support System
- Math and ELA (CCSS), S. Studies (HCSSS -Anchor), and Science (Science/Engineering Standards)
  - Articulate by dept/grade level to develop challenging lessons/activities to support enrichment
  - Plan/Create Advanced Placement lines aligned to JCHS
  - Articulate by dept/grade level on lessons, activities, and strategies for but not limited to our High Needs populations (IDEA, ELL, Struggling Learners)

**Enabling Activity 5**
All Illima Students
- Use IReady Reading and Math Instructional Program
- Use IReady Teacher Toolbox for Differentiation
- Use instructional/AVID strategies to actively engage students in lessons (High-order Deeper Thinking, Thinking Maps, think-pair-share, checks for understanding, hands-on activities, and student voice).

**Enabling Activities 6**
- Provide and engage students with STEM Opportunities
  - Plan and Implement Computer Science content into our STEM courses
  - Expose students to possible career pathways
  - Continue to provide information and opportunities for student engagement through STEM/Science Nights
1.2.1: All students desire to and attend school regularly.
1.2.2: All students demonstrate positive behaviors at school.
1.2.3: All students experience the Na Hopena A'o environment for learning.

**ESSER Plan & Monitoring**
- Healthy Habits, Healthy Schools (HMTSS, SEL/Trauma)

**Social Emotional Learning**

**Chronic Absenteeism (Strive HI)**
- SY 2020 - 2021 - 14%
- SY 2021 - 2022 - 42%

**Panorama - Social Emotional Survey**
- Sense of Belonging
  - SY 2022 - 2023 (Fall) - 45% of students feel that they are valued members of the school community
  - SY 2021 - 2022 (Fall) - 45% of students feel that they are valued members of the school community
- Student-Teacher Relationship
  - SY 2021 - 2022 - 64% of students have a strong social connection between teachers within and beyond the classroom
  - SY 2020 - 2021 - 70% of students have a strong social connection between teachers within and beyond the classroom

**Disciplinary Actions**
- SY 2021 - 2022
  - High Needs - 292 incidents
  - Non-High Needs - 86 incidents

**WASC Recommendation 2**
Continue to address the socio-emotional learning needs of students especially during this unique development stage of school adolescence

If the Social Emotional Support Team and elective dept./head collaborate/create/critique/implement an effective plan of action for teacher and student social and emotional learning, then positive behavior relationships with students, and academic growth and engagement will increase.

If all school stakeholders implement a plan of action to promote “Sense of Belonging” to all students and use/reflect on the data from the Panorama and In School surveys, then student pride and positive behavior will increase.

**Enabling Activities 1**

**Chronic Absenteeism**
- Counselors will revisit/critique IIS attendance procedures and communicate with staff on step by step procedures
- Counselors to ensure student chronic absenteeism is addressed through accountable actions by school and families
- Plan/create incentive program to support a decrease in chronic absenteeism
- Assistant principals to support counselors by monitoring attendance and taking action through consequential steps with truant and absentee students

**Enabling Activities 2**

**Social Emotional Learning**
- **Curriculum**
  - Determine a base curriculum for IIS and implement with fidelity
  - Create/Refine/Develop the curriculum to fit the needs of IIS students
  - Elective Department
    - Refine plan of incorporating GLO's into Data teams cycle
    - Refine and Critique Intentions and success criteria to better develop assessments/survey to best capture student perception
    - Incorporate SEL/GLO's into curriculum to create meaningful and well rounded lessons
    - Analyze data and contribute findings to leadership in order to better develop an SEL plan such as lessons and/or strategies for whole school

Iluma Intermediate School, Version 1, 3/9/23
**WASC Recommendation 5**
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.

**ESSER Plan & Monitoring**
- Responsive Capacity Building (Leadership Capacity Building, Professional Development, Family and Community Engagement)

<table>
<thead>
<tr>
<th>1.3.1: All students, throughout their K-12 experience, engage in a variety of career, community and civic opportunities.</th>
<th>1.3.2: All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</th>
</tr>
</thead>
</table>

- **Professional Development for all staff members by District Renewal Specialist**
- **Continue to Implement**
  - Utilizing strategies such as Middle School Philosophy Characteristics
  - Student created YouTube Newscast for updates on announcements and events
  - Elective Departments focus on General Learner Outcomes within their curriculum
  - Academic Team Pride Shirts
  - Family Night events

**Enabling Activities 3**

**High Interest Elective and Programs (Belonging)**
- Increase student voice in and outside of the classroom to develop activities/programs beyond the existing that capture interest of students
- Offer bridge programs over the summer for sixth grade students, not limited to High need populations, to explore activities and programs IHS offers as well as staff.
- Team ownership of Ilima Campus through:
  - beautification
  - Banner Representation created by teams
  - Maintenance of area
- Plan/Create/Develop hands on /project based elective classes aligned with JCHS Academies
<table>
<thead>
<tr>
<th>School Wide Decision Making</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WASC Recommendation 3</strong></td>
<td>The visiting committee recommends that Ilima continue to work on a framework for evaluating the effectiveness of professional development, use of technology, and programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enabling Activity 1</th>
<th>Continue the development of an Academic Review Team (ART):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Assess the utilization and success of all programs and resources</td>
</tr>
<tr>
<td></td>
<td>• Track school level data to strengthen interventions</td>
</tr>
<tr>
<td></td>
<td>• Identify development and progress of all school led initiatives</td>
</tr>
<tr>
<td></td>
<td>• Determine specific areas of need for follow up training or additional supports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enabling Activity 2</th>
<th>Refine and Critique Data Analysis Process:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Establish a data analysis process that fits the needs and stakeholders of Ilima</td>
</tr>
<tr>
<td></td>
<td>• Implement/Commit a data analysis process focused on school and student progress for continuous school improvement</td>
</tr>
<tr>
<td></td>
<td>• Identify appropriate data sources in correlation to the different instructional and operational programs and systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enabling Activity 3</th>
<th>Refine and Implement a K-12 Vertical Articulation Process:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Continued communication and collaboration with Elementary feeder schools (Holomua, Iroquois Point, Kaimiloa &amp; Pohakea) to create a K-8 alignment and transition to middle school plan.</td>
</tr>
<tr>
<td></td>
<td>• Continued communication and collaboration with James Campbell High School to create a 7-12 alignment, transition to high school plan and understanding of the JCHS Graduate Profile and student plan for their future.</td>
</tr>
</tbody>
</table>

1.1.5: All students transition successfully at critical points, from elementary to middle school and from middle to high school.

1.3.3: All students graduate high school with a personal plan for their future.
### Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2023-2026 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice.

<table>
<thead>
<tr>
<th>SY 2023-24 Measurable Outcomes</th>
<th>SY 2024-2025 Measurable Outcomes</th>
<th>SY 2025-26 Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</strong></td>
<td><strong>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</strong></td>
<td><strong>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</strong></td>
</tr>
<tr>
<td><strong>Academic Success</strong> 1. Ilima Intermediate students will make a minimum gain of 5% compared to the statewide/complex proficiency rate for Reading, Math and Science. 2. All students will make 5% personal growth in Reading, Math and Science. • Increase student engagement by analyzing our instructional practices through our DDIC data team cycles. • Provide professional development on strategies for the Multi-tiered System of Support (MTSS). • School level articulation sessions with elementary and high school to better align our k-12 construct. • Department and Team articulation sessions to align and implement school level curriculum maps and pacing guides. 3. Continue to implement and refine Computer Science curriculum into STEM courses with support by district personnel when/if needed.</td>
<td><strong>Academic Success</strong> 1. Ilima Intermediate students will make a minimum gain of 5% compared to the statewide/complex proficiency rate for Reading, Math and Science. 2. All students will make 5% personal growth in Reading, Math and Science. • Increase student engagement by analyzing our instructional practices through our DDIC data team cycles. • Provide professional development on strategies for the Multi-tiered System of Support (MTSS). • School level articulation sessions with elementary and high school to better align our k-12 construct. • Department and Team articulation sessions to align and implement school level curriculum maps and pacing guides. 3. Continue to implement and refine Computer Science curriculum into STEM courses with support by district personnel when/if needed.</td>
<td><strong>Academic Success</strong> 1. Ilima Intermediate students will make a minimum gain of 5% compared to the statewide/complex proficiency rate for Reading, Math and Science. 2. All students will make 5% personal growth in Reading, Math and Science. • Increase student engagement by analyzing our instructional practices through our DDIC data team cycles. • Provide professional development on strategies for the Multi-tiered System of Support (MTSS). • School level articulation sessions with elementary and high school to better align our k-12 construct. • Department and Team articulation sessions to align and implement school level curriculum maps and pacing guides. 3. Implement Computer Science curriculum in STEM courses.</td>
</tr>
<tr>
<td><strong>Social Emotional Learning</strong> • Refine and implement a Social Emotional Learning (SEL) curriculum (such as Choose Love/ 2nd Step/other) that will meet the needs of 100% of our students and increase participation in their Advisory period. • Increase the number of students feeling a sense of belonging in school based on the most recent data provided by the Panorama survey.</td>
<td><strong>Social Emotional Learning</strong> • Implement a Social Emotional Learning (SEL) curriculum (such as Choose Love/ 2nd Step) that will meet the needs of 100% of our students and increase participation in their Advisory period. • Increase the number of students feeling a sense of belonging in school based on the most recent data provided by the Panorama survey.</td>
<td><strong>Social Emotional Learning</strong> • Implement and evaluate our Social Emotional Learning (SEL) curriculum (such as Choose Love/ 2nd Step) that will meet the needs of 100% of our students and increase student participation in their Advisory period. • Increase the number of students feeling a sense of belonging in school based on the most recent data provided by the Panorama survey.</td>
</tr>
</tbody>
</table>
### Why you are implementing them?

#### Academic Success
- Improve student growth scores in iReady, Diagnostic, course marks and SBA results throughout the 2023-2024 school year.
- Increase student performance in our high needs group and to decrease the achievement gap.
- Increase student engagement in the classroom.
- Refinement and implementation of MTSS to reduce learning and achievement gaps for all students.
- Implementation of Computer Science curriculum required by state.

#### Social Emotional Learning
- Increase students' sense of belonging at school.
- Teach, model, and bring attention to positive behavior that builds a students character in and outside the community, continuing on into college and career.

### Why you are implementing them?

#### Social Emotional Learning
- Increase students' sense of belonging at school.
- Teach, model, and bring attention to positive behavior that builds a students character in and outside the community, continuing on into college and career.

### How will you know that they are causing an improvement?

#### Academic Success
- Pre, Mid & Post iReady Assessment Results
  - Intervention level student population will show a positive growth trend through the academic year (MTSS Targets, AVID).
- Teacher Developed Formative & Summative Assessment Results
  - Through differentiation of instructional strategies via Data Driven cycles, lesson engagement and positive academic growth to the standard(s) will be observed through assessment success criteria.
- Quarterly Report Card Marks
- Achievement gap in StriveHI data will decrease by 2% based on SY 2022-2023 SBA results.
- 75% of students will receive a grade of C or better in STEM Class.
- Student and Teacher Surveys (Quarterly)
  - Providing student voice on academic challenge, collaborative interactions, and student/teacher relationships within the classroom.
- Increase in STEM/Computer Science interest and enrollment in

---

Ilima Intermediate School, Version 1, 3/9/23

10
Social Emotional Learning
- All EES Panorama Survey category percentiles will increase by 2%
- All SEL Panorama Survey category percentiles will increase by 3% by the end of 2023 - 2024 school year. (In particular the category of Sense of Belonging)
- Quarterly Teacher Surveys to gather input on student perception of SEL Curriculum

- Increase in STEM/Computer Science interest and enrollment in comparison to previous academic year.

Social Emotional Learning
- All EES Panorama Survey category percentiles will increase by 2%
- All SEL Panorama Survey category percentiles will increase by 2% by the end of 2024 - 2025 school year. (In particular the category of Sense of Belonging)
- Quarterly Teacher Surveys to gather input on student perception of SEL Curriculum

- Increase in STEM/Computer Science interest and enrollment in comparison to previous academic year.

Social Emotional Learning
- All EES Panorama Survey category percentiles will increase by 2%
- All SEL Panorama Survey category percentiles will increase by 2% by the end of 2025 - 2026 school year. (In particular the category of Sense of Belonging)
- Quarterly Teacher Surveys to gather input on student perception of SEL Curriculum

- Increase in STEM/Computer Science interest and enrollment in comparison to previous academic year.

collaborative interactions, and student/teacher relationships within the classroom

Social Emotional Learning
- All EES Panorama Survey category percentiles will increase by 2%
- All SEL Panorama Survey category percentiles will increase by 2% by the end of 2025 - 2026 school year. (In particular the category of Sense of Belonging)
- Quarterly Teacher Surveys to gather input on student perception of SEL Curriculum
# Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2023-24**: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add beginning of the year measurements here.</td>
<td>Add throughout the year measurements here.</td>
<td>Add end of year goals here.</td>
</tr>
</tbody>
</table>

### Standards Based Assessment (SBA) Proficiency:

<table>
<thead>
<tr>
<th></th>
<th>ELA SBA</th>
<th>Math SBA</th>
<th>Science SBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 - 2021</td>
<td>46%</td>
<td>26%</td>
<td>29%</td>
</tr>
<tr>
<td>2021 - 2022</td>
<td>48%</td>
<td>26%</td>
<td>44%</td>
</tr>
<tr>
<td>2022 - 2023</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### iReady: (students performing at grade level):

<table>
<thead>
<tr>
<th></th>
<th>Reading Scores</th>
<th>Math Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre:</td>
<td>Mid:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre:</td>
</tr>
<tr>
<td>2020 - 2021</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>2021 - 2022</td>
<td>30%</td>
<td>38%</td>
</tr>
<tr>
<td>2022 - 2023</td>
<td>21%</td>
<td>39%</td>
</tr>
</tbody>
</table>

### Chronic Absenteeism

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 - 2021</td>
<td>14%</td>
</tr>
<tr>
<td>2021 - 2022</td>
<td>42%</td>
</tr>
<tr>
<td>2022 - 2023</td>
<td>13% (current)</td>
</tr>
</tbody>
</table>

### Social Emotional Learning

**Panorama Social Emotional Survey (SY 2022 - 2023, Winter)**

- Self Management - 66%
- Social Awareness - 57%
- Grit - 55%
- Self Efficacy - 48%
- Emotion Regulation - 47%
- Growth Mindset - 47%
- **Sense of Belonging**
  - SY 2022 - 2023 (Winter) - 44% of students feel that they are valued members of the school community
  - SY 2022 - 2023 (Fall) - 45% of students feel that they are valued members of the school community
  - SY 2021 - 2022 (Fall) - 45% of students feel that they are valued members of the school community

**Panorama Perception Survey (SY 2022 - 2023, EES)**
- Classroom Expectations - 69%
- Pedagogical Effectiveness - 69%
- Classroom Climate - 65%
- Classroom Engagement - 45%
- **Student-Teacher Relationship**
  - SY 2022 - 2023 - 59% of students have a strong social connection between teachers within and beyond the classroom
  - SY 2021 - 2022 - 64% of students have a strong social connection between teachers within and beyond the classroom
  - SY 2020 - 2021 - 70% of students have a strong social connection between teachers within and beyond the classroom

### Student Outcomes (SY 2023-24)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong> 100% of Ilima Intermediate students will demonstrate growth toward ELA CCSS grade level proficiency based on the SBA or end of</td>
<td>ELA Ilima students will receive high-quality curriculum, research/evidence-based instruction, and data-driven assessments grounded in the ELA Common Core State Standards for</td>
<td>Yearlong</td>
<td>WSF Title I Title II ESSER</td>
<td>Ilima Intermediate departments and grade level teams will provide evidence of: • Common assessments (Formative and</td>
<td>Mid-Quarter Progress Checks Quarterly Course Marks</td>
<td><strong>Priority 1: High-Quality Learning for All</strong> Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners. Goal 1.2: All students learn in a safe, nurturing and culturally responsive</td>
</tr>
</tbody>
</table>

Ilima Intermediate School, Version 1, 3/9/23
| Year | IReady Diagnostic Assessment. **MATH** 100% of Illima Intermediate students will demonstrate growth towards Math CCSS grade level proficiency based on SBA or the end of year IReady Diagnostic Assessment. | ELA by utilizing the school selected curriculum and additional teacher-selected activities.  
- Students use the IReady Online Instructional Program and other available program supports to supplement core curriculum  
- Students will reflect and assess their own work based on learning intentions, success criteria, and teacher feedback  
- Department teachers articulate on formative and summative data to determine reteach strategies and/or next steps regarding student needs  
- Department teachers will make use of academic data (Iready, DDIC, etc) to target and plan for small group focused intervention | Summative)  
- Curriculum & Pacing Guides  
- Learning intention  
- Success criteria  
- Student work samples  
Illima departments and grade team level teams articulation agendas and minutes will show conversations on how data is utilized to target individual student needs.  
Illima teachers and staff will work to increase student growth and proficiency scores in IReady, course marks and SBA results throughout the school year.  
Illima teachers and staff will monitor through classroom walkthroughs, daily work and parent communication a more purposeful intent of students taking accountability of their own learning.  
- Panorama Survey  
- StriveHI data  
- Attendance Data  
- SEL survey for student, parent, and staff  
- School Quality Survey (SQS)  
Pre-Mid-Post Diagnostic Reports for IReady monitoring of student growth.  
SBA End of Year Assessment Reports | Environment. **Goal 1.3:** All students graduate high school prepared for college and career success and community and civic engagement.  
**ESSER Plan & Monitoring**  
- Action-Oriented Data System (DDIC Process for Instructional Department & Grade Level Teams and School Leadership/Operational Decision Making) |

| Computer Science | ACT 158 (SB242) Illima Intermediate will offer students the opportunities grounded in the CSTA **MATH** Illima students will receive high-quality curriculum, research/evidence-based instruction, and date-driven assessments grounded in the Common Core State Standards for Math by utilizing school selected curriculum and additional teacher-selected activities.  
- Students use the IReady Online Instructional Program and other available program supports to supplement core curriculum |

Illima Intermediate School, Version 1, 3/9/23

14
Computer Science Standards and Practices.

**AVID**
100% of Ilima students will demonstrate the use of the following:
- Student Work (Focus Note Taking)
- Marking of the text
- Organizational Tools (Planners, Binders, Folders)

**HMTSS**
100% of Ilima students will be exposed to Social & Emotional Learning (SEL) Program - school selected curriculum and additional teacher selected activities during their assigned advisory periods.

**ESSER Plan & Monitoring**
- Healthy Habits, Healthy Schools (HMTSS, SEL/Trauma)

---

- Students will reflect and assess their own work based on learning intentions, success criteria, and teacher feedback
- Department teachers articulate on formative and summative data to determine reteach strategies and/or next steps regarding student needs
- Department teachers will make use of academic data (fready, DDIC, etc.) to target and plan for small group focused intervention

**NGSS**
Ilima students will receive high-quality curriculum, research/evidence-based instruction, and data-driven assessments grounded in the NGSS and additional teacher-selected activities.
- Students will reflect and assess their own work based on learning intentions, success criteria, and teacher feedback
- Department teachers articulate on formative and summative data to determine reteach strategies and/or next steps regarding student needs
- Department teachers participate in NGSS Workshops (Boseman, etc.) to acquire a better understanding of the standards and its components - translating this
info to better and more engaging lessons

**HCSSS**
Iluma students will receive high-quality curriculum, research/evidence-based instruction, and data-driven assessments grounded in the HCSSS utilizing school selected curriculum and additional teacher-selected activities:
- Students will reflect and assess their own work based on learning intentions, success criteria, and teacher feedback
- Department teachers articulate on formative and summative data to determine reteach strategies and/or next steps regarding student needs

**Computer Science**
Iluma students will receive high-quality curriculum instruction with virtual and hands-on activities that are research/evidence-based grounded in the CSTA Computer Science Standards by utilizing selected curriculum and additional teacher-selected activities.
- Teachers and community will provide students with the opportunity to attend Science/STEM nights

**AVID**
Through classroom walkthroughs and teacher reflections, all students will demonstrate the use of the following:
- Student Work (Focus Note Taking)
- Marking of the text
- Organizational Tools (Planners, Binders, Folders)
  - Teachers are given the opportunity to attend AVID Training over the Summer.
  - Teachers will be trained to teach students organizational skills within a student’s advisory classes. (Time Management, Binder, etc)
  - Teachers will be trained to teach students strategies for the academic classroom. (Focus notes, Critical Read, etc)
  - The AVID Elective class will serve, but not limited to Tier 2 populations, to support struggling learners

**HMTSS**
All students will experience/participate in Social & Emotional Learning opportunities. (SEL)
- All teachers will implement School-wide selected curriculum and teacher selected activities.
- Identified students will be provided behavioral and social-emotional support based on individual needs.
<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
</table>
| **ELA** 100% of Ilima content area teachers will utilize quality teaching practices, rigorous curriculum and equitable instruction to address the ELA CCSS.  | * Ilima Intermediate will provide all teachers professional development to gain a common understanding of Tier I intervention strategies, so that they will be able to provide evidence-based intervention for students with targeted needs (academic, behavior, SEL, health, and safety)  
  - Receive training regarding Clarity on differentiated strategies for each level of MTSS for Behavior  
  - Receive training regarding Clarity on differentiated strategies for each level of MTSS for Academics  
  * Ilima Intermediate will provide department and grade level articulation time for ALL Teachers embedded into the school bell schedule  
  - Teachers will LISC Priority Standards within their content areas to bring clarity amongst teachers and create effective assessments  
  - Teachers will Analyze and | Yearlong | WSF  
  Title I  
  Title II  
  ESSER | Ilima Intermediate School Activities will have evidence of:  
  - Planning Document(s)  
  - Planning Minute(s)  
  - Activity Agenda  
  - Sign in Sheet(s)  
  - Picture(s)  
  - Participant Evaluation/Feedback  
  Ilima Intermediate School curriculum maps and pacing guides linked to learning targets and success criteria of standards.  
  Ilima Intermediate School and grade level team meetings and articulation meeting agendas and minutes. | Annual | Priority II: High Quality Educator Workforce in all Schools.  
  **Goal 2.1:** All students are taught by effective teachers who are committed to quality teaching and learning for all.  
  **Goal 2.2:** All schools are fully staffed by effective support staff who are committed to providing quality services to support students.  
  **Goal 2.3:** All schools are led by effective school administrators who are committed to supporting all staff and students.  
  **Goal 2.4:** Complex area and state offices are comprised of effective staff whose work is aligned to support student learning.  
  **ESSER Plan & Monitoring**  
  - Healthy Habits, Healthy Schools (HMTSS, SEL/Trauma)  
  - Action-Oriented Data System (DDIC)  
  - Process for Instructional Department & Grade Level Teams and School Leadership/Operational Decision Making  
  - Responsive Capacity Building (Leadership Capacity Building, Professional Development, Family and Community Engagement) |
| **MATH** 100% of Ilima content area teachers will utilize quality teaching practices, rigorous curriculum and equitable instruction to address the Math CCSS. |  |  |  |  |  |  |
| **NGSS** 100% of Ilima content area teachers will utilize quality teaching practices, rigorous curriculum and equitable instruction to address the NGSS. |  |  |  |  |  |  |
| **HCSSS** 100% of Ilima content |  |  |  |  |  |  |
| Reflect on student data regarding successful lesson implementation and student engagement through DDIC Cycles.  
  • Ilima Intermediate will provide Professional Development opportunities at the Complex Area/State Level and National Conferences.
    - Receive training on content specific Standards to improve our understanding of standards and curriculum
    - Receive training regarding clarity and direction for Social and Emotional Learning for Students and Teachers.
    - Receive training on Co Teaching strategies for SPED Teams, effective teaching practices
  • Ilima Intermediate will provide focused PD on teacher clarity, learning targets and standards based data-driven instructional cycles (DDIC) with appropriate learning targets & success criteria.
    - Provide training of new and beginning teachers by Coaches and Mentors
    - Provide ongoing training |
| Action-Oriented Data System (DDIC Process for Instructional Departments & Grade Level Teams) (School Leadership/Operational Decision Making)  
  • Responsive Capacity Building (Leadership Capacity Building, Professional Development, Family and Community Engagement)  
  • Effective Academic Practices (Formative Instruction, Extended Learning Opportunities) |

Ilima Intermediate School, Version 1, 3/9/23
to all teachers for consistency from year to year

• Ilima Intermediate will provide AVID training for instructional strategies. (Campbell Complex Aligned).
  • Teachers are given the opportunity to attend AVID Training over the Summer.
  • Teachers will be trained to teach students organizational skills within a student’s advisory classes. (Time Management, Binder, etc)
  • Teachers will be trained to teach students strategies for the academic classroom. (Focus notes, Critical Read, etc)
  • AVID Lead and Coaches to collaborate with feeder school to better align instructional practices

• Ilima Intermediate will refine our HMTSS implementation plan to continue to improve upon intervention services to meet the needs of all students.
  • Teachers will receive training on SEL Curriculum for students at the tier 1 level
  • Teachers will receive a Matrix/criteria for
identification and levels of behavior intervention for referral by Counselors.

- Teachers will receive Matrix/criteria to better clarify levels of intervention and strategies to implement.

- Ilima will provide PD on PBL to support teacher collaboration, development and implementation of (PBL) opportunities for students across all disciplines.
  
  - Teachers will receive training on PBL by an outside resource.
  
  - Teachers will be given opportunities to observe PBL and how it impacts student learning.
  
  - Ilima teachers will engage in PD and participate in collaborative experiences to gain awareness, reflect upon and envision their role in the Campbell Complex Academy school structure.
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please describe your school’s ideas around innovation and pilot projects.</strong></td>
<td><strong>Please describe your conditions for Success:</strong></td>
</tr>
<tr>
<td>• Ilima Intermediate School will further develop an advanced track to include possible courses such as Pre-Algebra/Algebra I, English, Science and World Language (Spanish, French, Japanese) to align with JCHS course requirements.</td>
<td>• 10% of the Ilima Intermediate student body will participate in the advanced track course options offered by the school.</td>
</tr>
<tr>
<td>• Ilima Intermediate School will begin collaboration around the development of the academies model as an aligned K-12 system that improves student learning and achievement that will ultimately prepare all students for college, career and community contributor success.</td>
<td>• 100% of the Ilima Intermediate faculty will participate and engage in Professional Development and Collaboration with our feeder elementary and high school to further develop our Campbell K12 alignment designed around college, career and community readiness.</td>
</tr>
<tr>
<td>• Ilima Intermediate teachers and students will explore the opportunities of Project Based Learning (PBL) with interdisciplinary projects throughout the school year that ensure students progress to deeper learning competencies, real-world experiences, and exploration of career opportunities.</td>
<td>• 100% of the students and teachers at Ilima Intermediate School will participate in one (1) Project Based Learning (PBL) interdisciplinary unit of study that is focused on real-world experiences and/or exploration of career readiness opportunities.</td>
</tr>
<tr>
<td>• Ilima Intermediate School will further develop our transition activities for incoming 7th graders to help them be successful at the intermediate school.</td>
<td>• 10% of the students entering the 7th grade will participate in one of the summer bridge course offerings provided by the school.</td>
</tr>
<tr>
<td>• Ilima Intermediate School will engage families as valued partners and will develop opportunities to include them in our school activities.</td>
<td>• 33% of the Ilima Intermediate School parents will attend and engage in the family night opportunities provided by the school.</td>
</tr>
</tbody>
</table>