



Samuel Wilder King Intermediate School Academic Plan, School Year 2021-22

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year 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 a school how to close an achievement gap; and, 3) applying contextual and community measurements and assessments.

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

School Principal (print): Wendy Matsuzaki	
School Principal's Signature: <u><i>Wendy Matsuzaki</i></u> <small>Wendy Matsuzaki (Apr 26, 2021 18:43 HST)</small>	Date: Apr 26, 2021
Complex Area Superintendent (print): Matt Ho	
Complex Area Superintendent's Signature: <u><i>Matthew C.W. Ho</i></u> <small>Matthew C.W. Ho (Apr 30, 2021 14:34 HST)</small>	Date: Apr 30, 2021

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).

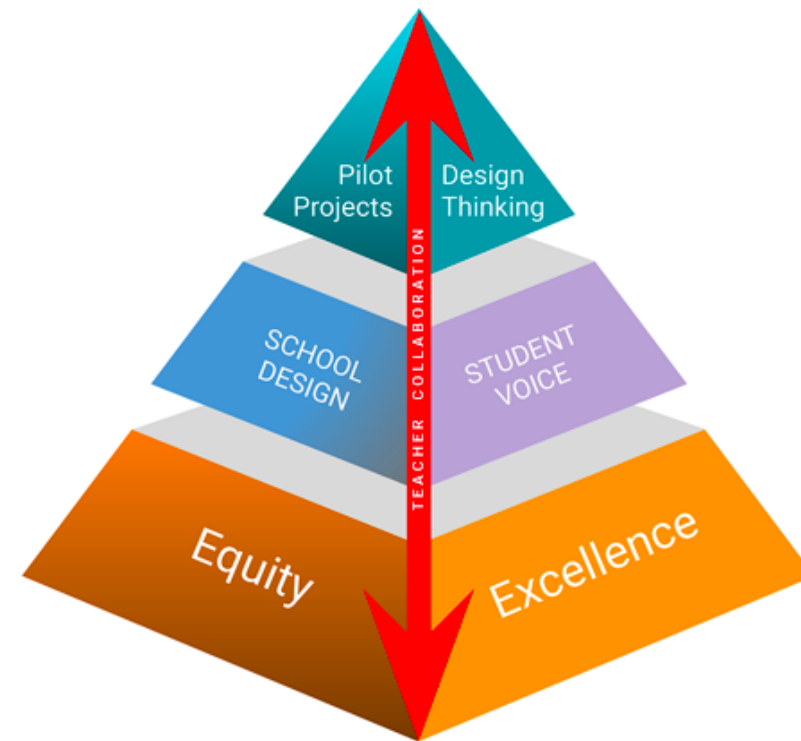
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning.

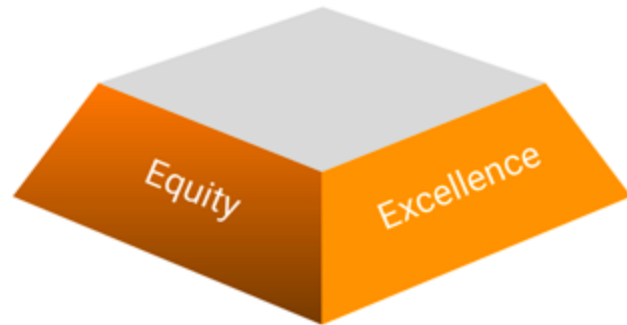
High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





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.

Achievement Gap								Theory of Action	Enabling Activity																																																																
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>ACHIEVEMENT GAP PROFICIENCY RATES IN PERCENTAGES</p> <table border="1"> <thead> <tr> <th>ELA SBA</th> <th>ALL</th> <th>DA</th> <th>SN</th> <th>NH</th> <th>EL</th> <th>GAP</th> <th>F-M</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>39</td> <td>30</td> <td>9</td> <td>29</td> <td>*</td> <td>45</td> <td>*</td> </tr> <tr> <td>2016</td> <td>50</td> <td>36</td> <td>6</td> <td>40</td> <td>12</td> <td>52</td> <td>17</td> </tr> <tr> <td>2017</td> <td>51</td> <td>38</td> <td>14</td> <td>43</td> <td>0</td> <td>34</td> <td>16</td> </tr> <tr> <td>2018</td> <td>58</td> <td>46</td> <td>11</td> <td>48</td> <td>9</td> <td>33</td> <td>15</td> </tr> <tr> <td>2019</td> <td>56</td> <td>43</td> <td>11</td> <td>44</td> <td>12</td> <td>32</td> <td>18</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>MATH SBA</th> <th>ALL</th> <th>DA</th> <th>SN</th> <th>NH</th> <th>EL</th> <th>GAP</th> <th>F-M</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>40</td> <td>29</td> <td>12</td> <td>27</td> <td>*</td> <td>48</td> <td>*</td> </tr> </tbody> </table>								ELA SBA	ALL	DA	SN	NH	EL	GAP	F-M	2015	39	30	9	29	*	45	*	2016	50	36	6	40	12	52	17	2017	51	38	14	43	0	34	16	2018	58	46	11	48	9	33	15	2019	56	43	11	44	12	32	18	MATH SBA	ALL	DA	SN	NH	EL	GAP	F-M	2015	40	29	12	27	*	48	*	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If King Intermediate School delivers effective professional development then it will lead to changes in teacher knowledge, skills, and dispositions which will result in changes in classroom practice which will lead to improvement in student results and engagement. The overarching purpose and goal are to provide for clear expectations, effective professional development, collaborative planning, and timely support that will lead to the successful implementation of the activities in the academic plan.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>SW1, SW2, SW3, SW 6, SW7</p> <ol style="list-style-type: none"> 1. Revisit and update King’s vision and mission 2. Develop and implement a school wide grading policy based on standards (WASC CRITICAL AREA) 3. Provide professional development on effective classroom differentiation strategies and instructional scaffolding (WASC CRITICAL AREA) 4. Engage more stakeholders, especially students and parents, in the decision making process (WASC CRITICAL AREA) 5. Provide training and education for parents to support and continue learning at home 6. Research alternative/innovative ways to decrease the achievement gap 7. Engage more stakeholders in the decision making process 8. Provide professional development/ training and supports for English language learner students
ELA SBA	ALL	DA	SN	NH	EL	GAP	F-M																																																																		
2015	39	30	9	29	*	45	*																																																																		
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2016	34	21	7	23	0	58	7
2017	33	18	7	23	0	31	7
2018	33	17	6	22	8	35	8
2019	35	24	6	21	0	28	3

HSA-S	ALL	DA	SN	NH	EL	GAP	F-M
2015	37	25	2	26	*	*	*
2016	50	35	10	34	0	38	-6
2017	49	36	16	40	0	29	-9
2018	40	26	14	31	11	32	-2
2019	38	26	7	27	0	32	5

The largest achievement gaps are the difference between the high needs and non-high needs students, as well as the special needs students.

Other gaps in achievement across the board exist with the disadvantaged, special needs, native Hawaiian, English learners, and the difference between females and males.

**BOE METRICS SY 2020-2021, SEMESTER 1
STUDENTS MOST VULNERABLE TO
SCHOOL CLOSURES & DISRUPTIONS TO
LEARNING**

<https://www.hawaiipublicschools.org/Conne>

[ctWithUs/MediaRoom/PressReleases/Pages/Return-to-Learn---Metrics.aspx](#)

QUARTERLY GRADES, STUDENTS RECEIVING A FAILING GRADE IN A CORE SUBJECT AT THE END OF EACH QUARTER

CORE F	Q1	Q2	Q3	Q4
ELA	11%	81 13%		
MATH	3%	23 4%		
SCIENCE	5%	30 5%		
SOC. ST.	10%	61 10%		

STUDENTS A A HIGH RISK FOR CHRONIC ABSENTEEISM, MISSED 8.3% OR MORE DAYS ENROLLED THIS YEAR

	OCT	NOV	DEC	JAN
ALL	63 10%	57 9%	58 10%	58 10%
SES	51 16%	47 15%	46 14%	48 15%
DIS	15	12	12	11

	14%	11%	11%	10%
EL	2 13%	2 13%	2 14%	2 14%
VUL	60 16%	54 14%	54 14%	54 14%

Students behind grade level expectations, as determined by STAR

STUDENTS BEHIND GRADE LEVEL EXPECTATIONS BASED ON STAR

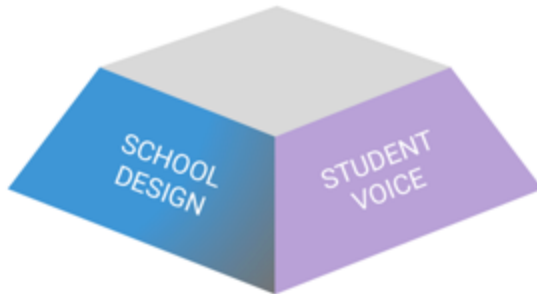
	# of students	% of students
STAR RDG.	115	20%
STAR MATH	64	15%

PANORAMA SURVEY SCHOOL SUMMARY 2020

TOPIC	PERCENT FAVORABLE
Classroom Climate	76%
Classroom Engagement	45%
Classroom Rigorous Expectations	71%
Classroom Teacher - Student Relationships	66%
Pedagogical Effectiveness	74%

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Innovation in Support of the Core: School Design and Student Voice



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

Middle school practices are vital to support students based on the middle school philosophy.

Restorative Justice circles are used to create a safe space for students to engage in conversations that build a safe and positive culture.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Student teams promote relationships between students and adults. The team concept teaching teams are utilized to monitor student progress and implement immediate interventions.

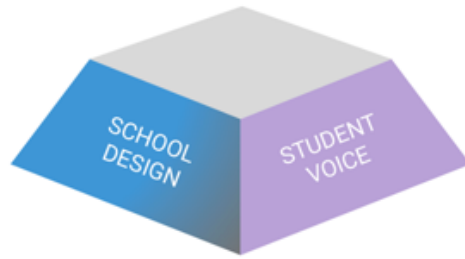
Describe here your Conditions for Success for School Design and Student Voice

Adequate ongoing professional development and multiple opportunities are essential conditions for success.

Consistency across the school.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Increase restorative justice circle practices across the school from five circles (counselors, innovation academy, aloha aina innovation academy, and CTE exploratory 8) to ten circles by December 2020.</p> <p>Establish consistency across the school to 100% compliance with the rules and procedures</p> <p>Continue to support the two Innovation Academy classes for students who need an alternative learning design</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>All students have the opportunity to provide input on a new vision and mission that aligns with the 21st Century skills for students.</p> <p>All students have the opportunity to share their voice in school improvement and learning.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p>

<p><i>Increase in parent engagement activities based on improved usage of Jupiter Ed, participation in parent forums, and surveys indicate improvement from the baseline to the end of the year.</i></p>	<p>Increase participation in afterschool programs, King Sports and After School All Stars, which includes homework help and monitoring of academics</p>	
<p><i>Why are you implementing them?</i></p> <p><i>There is an achievement gap that needs closing for the students of Native Hawaiian ancestry, receiving special education services, and students who come from low socio-economic homes.</i></p> <p><i>Based on feedback from students through the CNA process, students expressed a need for more fairness and consistency with enforcing the school rules.</i></p> <p><i>Students who have not been successful in the traditional classrooms are more motivated and engaged in alternative learning.</i></p> <p><i>Parents need to be engaged in decision making to have a voice in education.</i></p>	<p><i>Why are you implementing them?</i></p> <p>To engage more stakeholders in the decision making process (WASC Critical Area)</p> <p>Afterschool programs provide enrichment opportunities and academic support for middle school students during the out of school time hours.</p>	<p><i>Why are you implementing them?</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <p><i>There is an increase in the number of proficient students from baseline data to the end of the school year.</i></p> <p><i>There is a decrease in the number of students who need credit recovery or repeat a grade.</i></p> <p><i>There is a decrease in absences.</i></p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>There is an increase in favorable student responses on the Panorama Survey conducted in the Fall of 2021.</p> <p>There is an increase in the number of proficient students from baseline data to the end of the school year.</p> <p>There is a decrease in the number of students who need credit recovery or repeat a grade.</p> <p>There is a decrease in absences.</p>	<p><i>How will you know that they are causing an improvement?</i></p>



Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Teacher created common assessment that measure proficiency of the Common Core Standards, Hawaii Core Standards for Social Studies, the Next Generation Standards, and the Hawaii Content and Performance Standards III</i></p> <p><i>Number of students entering who have more than 15 absences in the previous year</i></p>	<p><i>Teacher created common assessments</i></p> <p><i>Counselor created monthly attendance and course marks reporting</i></p> <p><i>Vice Principal created monthly behavior reporting</i></p>	

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
All students have the opportunity to provide input on a new vision and mission that aligns with the 21st Century skills for students.	Update King's vision and mission SW 2, SW6, SW7	Yearlong	42101	Leadership team	Semester	Semesterly ART Reports CAS School Visits and Walkthroughs
All students have the opportunity to share their voice in school improvement and learning.	Through in person sessions, administration and facilitators will ask students for their opinions on school improvement initiatives. SW2, SW6	Yearlong	42101	Leadership team	Semester	Semesterly ART Reports CAS School Visits and Walkthroughs
The ELA gap decreases from 32 pts. The Math gap decreases from 28 pts. The disadvantage proficiency rate increases	Research alternative/innovative ways to address the gap (e.g. offering scholarships, videos on the website, use of social influencers) to implement strategies	Spring 2022	42101	Leadership team	Semester	Semesterly ART Reports CAS School Visits and Walkthroughs

from 43% based on ELA SBA data and from 24% based on math SBA data.	for increasing student achievement with the gap group. SW6, SW7					
	Increase participation in after school programs, King Sports and After School All Stars, which includes homework help and monitoring of academics	Yearlong	UPLINK and 21st Century			

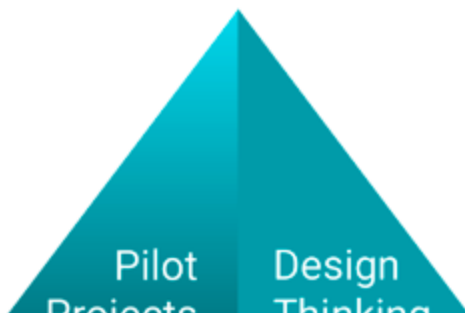
Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
All faculty and staff members have the opportunity to provide input on a new vision and mission that aligns with the 21st Century skills for students.	Update King's vision and mission SW2, SW6	Yearlong	42101	Leadership team	Semester	Semesterly ART Reports CAS School Visits and Walkthroughs
The first version of King's grading policy will be implemented.	Develop a grading policy based on standards. SW 2, SW6	Start of SY 2021-22	42101	Grading Committee meetings	Quarter	Semesterly ART Reports CAS School Visits and Walkthroughs
All teachers show an increase in differentiation and scaffolding strategies using a protocol created through collaboration with teachers.	Improve differentiation and scaffolding for all students SW6	Yearlong	42101	The RTI teacher, curriculum coordinator, and administrators will meet monthly to review walkthrough data to determine PD needs	Quarter	Semesterly ART Reports CAS School Visits and Walkthroughs
All parents in attendance show an increase in their knowledge and understanding of standards and grading.	Provide training and education for parents to support and continue learning at home SW2, SW7	Yearlong	42101 Title 1	Training	Semester	Semesterly ART Reports CAS School Visits and Walkthroughs
There is an increase from baseline data on a school improvement survey. The initial survey	Assess and improve systems SW3	Yearlong	42101	Instructional leadership team	Semester	Semesterly ART Reports

will be conducted in the school year 2021-2022.						CAS School Visits and Walkthroughs
All parents have the opportunity to provide input on school wide improvement.	Engage more stakeholders in the decision making process SW2, SW7	Yearlong	Title 1	School Community Council	Quarter	Semesterly ART Reports CAS School Visits and Walkthroughs

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.



As the HDOE 2030 Promise Plan is finalized, a “Forward Focused” Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p><i>The Aloha Aina Innovation Academy at King Intermediate is a continuation of the Innovation Academy pipeline at Kaneohe Elementary School that “connects National educational goals to indigenous cultural values” through place-based learning and cultural practices. EDUTOPIA</i></p> <p><i>Cultural practices include a daily routine as follows:</i></p> <ul style="list-style-type: none"> ● <i>Opening oli between students (ready for learning) and teachers (welcome)</i> ● <i>Restorative justice aloha circle (check-in, relationship building, storytelling, empathy, check-out)</i> ● <i>Lessons are STEM informed and rooted in culture of the aina</i> ● <i>Community experiences across the island include weekly visits to Luluku Farms</i> ● <i>Learning is mapped out backwards starting with student voice and choice</i> ● <i>Cultural protocols are integrated throughout the day</i> 	<p><i>Please describe your conditions for Success:</i></p> <p><i>Student leaders drive the relationships and learning in the Aloha Aina Innovation Academy and careful consideration is essential when putting the classlist together for the year. There needs to be on-going partnerships with our community resources, Queen Lili`uokalani Children’s Center, Pa`e Pa`e `O He`eia and Luluku Farms for robust community experiences. Lastly, parents must be empowered as an active partner to provide extra hands and resources when needed.</i></p> <p><i>Class composition takes into consideration the following:</i></p> <ul style="list-style-type: none"> ● <i>Heterogeneous mix of students consisting of:</i> <ul style="list-style-type: none"> ○ <i>33% of students with an Individual Educational Plan or 504 Plan</i> ○ <i>33% of students with learning needs below grade level</i> ○ <i>33% of students with learning needs at or above grade level</i> ● <i>Interested in collaboratively learning the Ike Hawai`i, science, technology, engineering, and math based on grade level standards</i> ● <i>Flourish in hands-on experiential learning centered in malama aina</i> ● <i>Family dynamics and parent support</i> ● <i>Circumstances of prior conduct and choices</i>