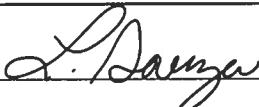



SY 21-22 Academic Plan

# Waiākea Intermediate School



**200 West Puainako Street, Hilo, HI 96720**

Submitted by Lisa Souza	Date
	April 16, 2021
Approved by Esther Kanehailua	Date
	4/30/21

# SY 21 - 22 Academic Plan

<b>Where are we now?</b>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<p>WASC Critical Need Areas:2015-2016</p> <ol style="list-style-type: none"> <li>1. Create a systematic, schoolwide collaborative approach to analyzing and reviewing data from multiple sources so that instruction can be appropriately tailored to student needs.</li> <li>2. Ensure that all students receive challenging learning experiences (e.g. DOK 3 and 4) in all content areas through personalized instruction and proactive academic and behavioral student supports (RTI Tier 1)</li> <li>3. Develop comprehensive math and literacy skills for every student at every grade level by reviewing curriculum, instructional strategies, and assessments and by developing a plan to continue to increase student proficiency rates.</li> <li>4. Provide and monitor an effective Response to Intervention (RTI) Program that meets the academic needs of students categorized as Tier II and III students.</li> <li>5. Ensure that the Academic Review Team uses processes that are functional, relevant and lead to continuous school improvement focused on student success.</li> <li>6. Create opportunities for public celebration of student and staff accomplishments.</li> <li>7. Continue to build strong communication channels among administrators, staff and students.</li> </ol> <p>Comprehensive Needs Assessment: 2017-2018, 2018-2019, 2019-2020</p> <ol style="list-style-type: none"> <li>1. Engage ALL stakeholders in the process of developing a positive <u>School Climate</u></li> <li>2. Prioritize and establish focused professional development opportunities for all teachers and staff in order to provide <u>targeted instructional practices</u> (especially differentiation at the Tier 1 level) to support student growth and achievement</li> <li>3. Implement <u>CCSS and high yield strategies</u> with fidelity to address the drop in math and ELA scores</li> <li>4. Establish school wide attendance program that addresses the needs of students with chronic absenteeism and tardies</li> <li>5. Utilize an effective <u>Response to Intervention</u> system which addresses tiered levels of academic and behavior supports and services for all students</li> <li>5. Implement a data-driven systematic approach to effectively address the <u>achievement gap</u> between high needs versus non-high needs students, which is increasing longitudinally</li> <li>6. Build Schoolwide capacity and commitment to a powerful gradual release process that embeds consistent reading/literacy practice in all classes</li> <li>7. Schoolwide structures consistent with expectations for behavior, consequences &amp; differentiation. Build towards schoolwide compliance in upholding expectations for student behavior and differentiation practices.</li> <li>8. Streamlined Academic plan that is clearly communicated, monitored and based upon measurable goals that cultivates a sense of purpose.</li> </ol> <p><b><u>Comprehensive Needs Assessment: 2020-2021</u></b>  <b><u>Critical Need Area #1</u></b>          A large percentage of students are more than three grade levels behind in reading and math which leads to decreased student achievement</p> <p><b>Root/Contributing Causes</b></p> <ol style="list-style-type: none"> <li>A. Inconsistent <u>Tier 1 intervention</u> and <u>differentiated</u> instructional strategies</li> <li>B. Lacks a clear <u>Focus on Literacy</u> across all content areas that bridge into the home school connection</li> </ol>

## SY 21 - 22 Academic Plan

- C. Lacking clear data systems, needs a responsive data system that is easy to use, that the right people get accurate information at the right time to intervene and monitor for implementation success
- D. Faculty lacks a common understanding of evidence based assessment practices and grading

### **Critical Need Area #2**

School climate metrics are on the decline. Increased behavior incidences, student responses to “do I feel safe” lower than in previous years and 70% of students do not feel connected to adults at the school

### **Root/Contributing Causes**

- A. Lacks clearly defined and realistic expectations for staff management of student behavior and differentiation practices
- B. Schoolwide structures for expectations of behavior, consequences & differentiation are inconsistent, as a result, classroom practices lack relevance and meaning for high-needs students.
- C. Needs strong resources/models/training to support expectations of student behavior and differentiation (behavioral and academic)
- D. Schoolwide compliance in upholding expectations for student behavior and differentiation practices
- E. High-engagement activities that tie into student interests - both within and outside of the classroom are not consistent in all settings
- F. Current PBIS, SEL and MTSS Tier 2 supports to meet the needs of all students in various sub groups need to be more developed
- G. Inconsistent implementation of middle school practices

## SY 21 - 22 Academic Plan

	<p><b>Addressing Equity: Sub Group Identification</b></p> <ul style="list-style-type: none"> <li>● Special Education Needs - Achievement, chronic absenteeism</li> <li>● Low SES - Achievement, chronic absenteeism</li> <li>● Pacific Islander - Disproportionate % of at-risk students in multiple areas: achievement, attendance, behavior</li> <li>● EnglishLearners -- small subgroup (3% of total population): achievement, attendance</li> </ul>
	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <ul style="list-style-type: none"> <li>● Special Education Needs - Achievement, chronic absenteeism             <ul style="list-style-type: none"> <li>○ Increased academic support</li> <li>○ Differentiated curriculum at their academic level</li> <li>○ Increased academic responsibility</li> </ul> </li> <li>● Low SES - Achievement, chronic absenteeism             <ul style="list-style-type: none"> <li>○ Increased academic support</li> <li>○ Increased parent and family academic opportunities</li> <li>○ Access to life experiences that expand on their prior-knowledge</li> </ul> </li> <li>● Pacific Islander - Disproportionate % of at-risk students in multiple areas: achievement, attendance, behavior             <ul style="list-style-type: none"> <li>○ Increased academic support</li> <li>○ Develop and utilize early warning system</li> <li>○ Increased family involvement</li> <li>○ Improve academic responsibility</li> <li>○ Increase behavior supports for students with multiple referrals</li> </ul> </li> <li>● EnglishLearners -- small subgroup (3% of total population): achievement, attendance             <ul style="list-style-type: none"> <li>○ Increased academic support</li> <li>○ Develop and utilize early warning system</li> <li>○ Increased family involvement</li> <li>○ Improve academic responsibility</li> <li>○ Increase behavior supports for students with multiple referrals</li> <li>○ Differentiated curriculum at their academic level</li> </ul> </li> </ul>

<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school’s strategies and initiatives</b>
1. Lisa Souza, Principal	1. Goal 2, 3
2. Sara Podlewski, Vice Principal #1	2. Goal 3, MTSS

## SY 21 - 22 Academic Plan

3. Patrick Jenkins, Vice Principal #2	3. Goal 3, MTSS
4. Jodi Ferriera, Vice Principal #3	4.Goal 3, MTSS
5. Annie Kitamura, Math Department Head	5. Goal 1, Math Department
6. Allyson Moore-Kocher, English Department Head	6. Goal 1, ELA Department
7. Jonathan Peralto, Social Studies Department Head	7.Goal 1, Social Studies Department
8. Harvey Llantero, Science Department Head	8.Goal 1, Science Department
9. Nathan Atkins, Elective Department Head	9. Goal 1, Elective Department
10. Ryan Moreau, Lisa Mahuna - 6th Grade Level Chair	10. Goal 2, MTSS
11. Kristen Miyazono, Grant Kozohara - 7th Grade Level Chair	11. Goal 2, MTSS
12. Arlene Cabalce, Wendy Wells - 8th Grade Level Chair	12. Goal 2, MTSS
13. Fran French - School-wide Coordinator	13. Goal 2, Goal 3
14. Lori Sakata - Technology Coordinator	14. Goal 3
15. Sara Nagata - PBIS Resource Teacher	15. Goal 3
16. Heather Colbert - Counseling Department Head	16. Goal 1, Counseling Department
17. Alec Richardson - SPED Department Head	17. Goal 1, SPED Department, Goal 2 - SDI training
18. Alec Richardson - SSC	18. Goal 3, MTSS
19. Randall Kaya - Registrar	19. Goal 3
20. Jill Kubojiri - SAC	20. Goal 3

# SY 21 - 22 Academic Plan

**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 the 2021-2022 school year:	Rationale:
<ol style="list-style-type: none"> <li>1. Improve student achievement and reduce the gap through differentiation.               <ol style="list-style-type: none"> <li>a. By SY 21-22 ELA SBA proficiency will increase to 55%, Math SBA will increase to 45%, and HSA science proficiency will increase to 41%.</li> <li>b. Scores will reflect increases in student proficiency as a result of improving instructional practices in all classrooms through the implementation of instructional practices targeted at reducing the gap: STAR framework, gradual release process, high yield instructional strategies focus on Visible Learning, AVID, thinking maps and consistent reading and literacy practices..</li> </ol> </li> <li>2. Increased support for IDEA subgroup in the inclusion setting.</li> <li>3. All teachers will make consistent use of the gradual release instructional model in all classes/lessons.</li> <li>4. All teachers will embed consistent reading/literacy practices in all classes.</li> <li>5. All teachers will utilize the STAR framework in their lessons daily.</li> </ol>	<p>Embedded in Desired Needs</p>

# SY 21 - 22 Academic Plan

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Lead (s)	Promise Alignment:	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>Math</b></p> <p><b>Annual Goal #1</b> By end of SY 2021-2022, the achievement gap rate between proficiency of students in the High Needs group compared to the Non-High-Needs group will decrease from 32% to 30% as calculated on the Strive Hi Index.</p> <p><b>Rationale:</b> <i>To be able to show growth in student mathematical skills in preparation for algebra readiness.</i></p>	<p><b>Enabling Activities:</b> (SW 6) All teachers will engage in the following.....</p> <ul style="list-style-type: none"> <li>A. Consistent use of the gradual release process in all daily lessons</li> <li>B. Consistent use of BERC STAR framework strategies</li> <li>C. AVID Strategies</li> <li>D. Utilize i-Ready Diagnostic Assessments to guide instruction</li> <li>E. Will collaborate to design differentiated instruction, share effective instructional strategies, and analyze student work.</li> <li>F. Math Workshop is provided to include general education and students in High Needs subgroups that perform two or more grades below grade level.</li> <li>G. Continue to utilize a blended instructional environment that incorporates online and offline learning experiences.</li> <li>H. 100% of GenEd and WS Math Teachers will work collaboratively with their SPED co teachers and grade               <ul style="list-style-type: none"> <li>a. counselors to identify and monitor ELL, SPED (SLD), 504 and at risk students</li> </ul> </li> <li>I. Teacher-assigned I-Ready lessons.</li> <li>J. Ready Classroom Math as a common curriculum.</li> <li>K. Collaborate about curriculum, instruction and assessments as it aligns to Math CCSS.</li> <li>L. Plan and align targeted standards, instruction and assessment</li> </ul>	Math DH	Hawaii Equity School Design Empowerment Innovation	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Curriculum Maps updated (quarterly)</p> <p>Collaboration day goals &amp; supporting documents (quarterly)</p> <p>Professional development goals &amp; supporting documents (annually)</p> <p>Learning Walk Data 3xs a year</p> <p>i-Ready data 3xs a year</p> <p>SBA score reports</p> <p>PLC generated student work (quarterly)</p> <p>IAB/focused semester blocks</p>

## SY 21 - 22 Academic Plan

<p><b>Math</b> <b>Annual Goal #2</b> All students will show growth in math calculations fluency.</p> <p><b>Rationale:</b> <i>To be able to engage in critical thinking and problem students need to have a mastery of basic arithmetic skills and concepts.</i></p>	<p><b>Enabling Activities: (SW 5)</b> All teachers will engage in the following.....</p> <ul style="list-style-type: none"> <li>A. Utilize i-Ready Ready Classroom Math (RCM) curriculum</li> <li>B. Utilize i-Ready teacher assigned and my path lessons</li> <li>C. Utilize skill builder activities</li> <li>D. Math 180 for targeted intervention in MWS classes E. SBA ICA and IAB data</li> <li>E. Application of arithmetic and basic concepts to real-world problems</li> <li>F. Small group instruction</li> </ul>		<p>Hawaii <b>Equity</b> School Design Empowerment Innovation</p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	
<p><b>Math</b> <b>Annual Goal #3</b> All students will show growth in their problem solving skills to solve real world problems at grade level.</p> <p><b>Rationale:</b> <i>To be able to think critically, work collaboratively, and apply appropriate mathematical strategies to solve problems involving real world situations.</i></p>	<p><b>Enabling Activities: (SW 6)</b> All teachers will engage in the following.....</p> <ul style="list-style-type: none"> <li>A. Utilize Thinking Maps</li> <li>B. Use of school wide literacy strategy</li> <li>C. Consistent use of the problem solving strategy protocol</li> <li>D. Exposure to higher level/quality (DOK) questions that require open-ended questions</li> <li>E. Word walls</li> </ul>		<p>Hawaii <b>Equity</b> School Design Empowerment Innovation</p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	



# SY 21 - 22 Academic Plan

<p><b>ELA</b></p> <p><b>Goal #1:</b> All students will show growth in reading comprehension.</p> <p><b>Rationale:</b> Many students arrive at WIS reading below proficiency. In order for them to succeed in the future, it is imperative that they improve their reading fluency and comprehension.</p>	<p><b>Enabling Activities: (SW 5)</b> All teachers will engage in the following.....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> <li>A. Consistent use of the gradual release process in all daily lessons</li> <li>B. Consistent use of BERC STAR framework strategies</li> <li>C. Thinking Maps</li> <li>D. AVID Strategies</li> <li>E. Use of a school wide literacy strategy.</li> <li>F. Will collaborate to design differentiated instruction, share effective instructional strategies, and analyze student work. Curricular Strategies</li> <li>G. Vocabulary Cards/ Word Walls</li> <li>H. Exposure to higher level/quality (DOK) questions that require open ended questions.</li> <li>I. Teacher-assigned I-Ready lessons.</li> <li>J. Analysis based on literal (plot, character, setting), to figurative (metaphor, symbolism, etc.), to thematic.</li> <li>K. Voice and choice in reading material in their zone of proximal development relative to their reading level</li> <li>L. Use of Newsela incorporating Lexile flexibility option</li> <li>M. Preview text before reading</li> <li>N. Critical reading practices</li> </ul>	<p><b>ELA DH</b></p>	<p>Hawaii <b>Equity</b> School Design Empowerment Innovation</p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Curriculum Maps updated (quarterly)</p> <p>Collaboration day goals &amp; supporting documents (quarterly)</p> <p>Professional development goals &amp; supporting documents (annually)</p> <p>Learning Walk Data 3xs a year</p> <p>i-Ready data 3xs a year</p> <p>SBA score reports</p> <p>PLC generated student work (quarterly)</p> <p>Survey of Consistent Use of Literacy Instructional Strategy (semester)</p>
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## SY 21 - 22 Academic Plan

<p><b>Goal #2:</b> All students will show growth in formal writing</p> <p><b>Rationale:</b> <i>Students need to be able to express themselves in written form in a variety of writing genres and transfer their thought process to written form in a coherent manner to advocate for themselves in society.</i></p>	<p><b>Enabling Activities: (SW 5)</b> All teachers will engage in the following.....</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> <li>A. Consistent use of the gradual release process in all daily lessons</li> <li>B. Consistent use of BERC STAR framework strategies and Thinking Maps</li> <li>C. AVID Strategies</li> <li>D. Use of a school wide literacy strategy</li> </ul> <p>Curricular Strategies</p> <ul style="list-style-type: none"> <li>A. Pre and Post Unit Writing Tasks</li> <li>B. Persuasive Language</li> <li>C. Passive vs. Active Voice</li> <li>D. Rhetorical Devices</li> <li>E. ELA Conventions</li> <li>F. Writing standards over the ?</li> <li>G. Vocabulary Cards/ Word Walls</li> <li>H. Thinking Maps, Signal Words, and Sentence Starters</li> <li>I. Use of SBA Rubrics for Writing Assessment</li> <li>J. ABA/Airways Reporting/digital library training</li> <li><b>K. RACE school-wide writing strategy</b></li> <li>L. Claim/Evidence/Reasoning connection</li> <li>M. Work on elaboration when citing evidence (paraphrase in your own words)</li> <li>N. Paraphrasing vs explaining evidence.</li> </ul>				<p>Pre and Post Writing Unit Data (Quarterly)</p> <p>SBA IAB/focused semester blocks (Semester)</p>
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# SY 21 - 22 Academic Plan

<p><b>Science</b></p> <p><b>Goal #1:</b> Increase achievement in HSA Summative Science Assessment</p> <p><b>Rationale:</b> <i>NGSS standards require students to be familiarized with content across disciplines and focus towards science literacy.</i></p>	<p><b>Enabling Activities: (SW 5)</b> All teachers will engage in the following.....</p> <ol style="list-style-type: none"> <li>A. Utilize practice tests, interim block assessments that align and support the summative assessment.</li> <li>B. Utilize data from interim assessments to adjust instruction and pace.</li> <li>C. Expose students into multi-disciplinary content of their grade level content area. <i>*TCI Curriculum and interactive lab kits</i></li> <li>D. Expose students to the HSA Testlet to ensure students are familiar with the testing format and content.</li> <li>E. Will collaborate to design differentiated instruction, share effective instructional strategies, and analyze student work.</li> </ol>	<p>Science DH</p>	<p>Hawaii Equity School Design Empowerment <b>Innovation</b></p>	<p><b>WSF</b> <b>Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Students will show better explanations of phenomena based on more than one science content area in PLC generated Student Work (Quarterly)</p> <p>SBA IAB/focused semester blocks (Semester)</p>
<p><b>Science</b></p> <p><b>Goal #2:</b> Students will be able to apply scientific literacy skills such as interpreting models, reading graphs/ tables, and technical reading/writing skills unto real world examples (phenomenon)</p> <p><b>Rationale:</b> <i>The NGSS Standards require students to be able to read technical writing and mathematical representations in order to learn scientific concepts.</i></p>	<p><b>Enabling Activities: (SW 6)</b> All teachers will engage in the following....</p> <ol style="list-style-type: none"> <li>A. hands-on activities, technical reading, and use of tables and graphs in labs.</li> <li>B. Use phenomena to engage and explain scientific concepts C. Embed consistent reading/literacy practices in all classes, like Claim Evidence Reasoning, CRE</li> <li>D. Make consistent use of the gradual release instructional model in all classes/lessons.</li> <li>E. Utilize the STAR framework in lessons daily</li> </ol>	<p>Science DH</p>	<p>Hawaii Equity School Design Empowerment <b>Innovation</b></p>	<p><b>WSF</b> <b>Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Students will show improvement in their technical reading and writing skills through the use of CER and lab writing to explain natural phenomena.</p> <p>Students will show improvements in their skill for information extraction from tables and graphs.</p>

# SY 21 - 22 Academic Plan

<p><b>Science</b></p> <p><b>Goal #3:</b> Students will plan and analyze data for scientific investigation that answers real world research questions</p> <p><b>Rationale:</b> <i>Students need to have the skills to learn and apply the relationship between scientific investigations and real-world problem solving skills.</i></p>	<p><b>Enabling Activities: (SW6)</b></p> <p>All teachers will engage in the following.....</p> <ul style="list-style-type: none"> <li>A. Learn how to properly set up data tables and graphs utilizing CER.</li> <li>B. Learn how to properly analyze data.</li> <li>C. Labs</li> <li>D. TCI Labs</li> </ul>	<p><b>Science DH</b></p>	<p>Hawaii Equity School Design Empowerment <b>Innovation</b></p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>All students will show improvements in their ability to set up data tables and graphs and to analyze that data. Pre-test and Post-tests will be used. (Quarterly)</p>
<p><b>Social Studies Dept.</b></p> <p><b>Goal #1:</b> Students will show growth in critical reading skills to help them better understand historical text, primary sources, and current issues.</p> <p><b>Rationale:</b> <i>Comprehending informational text is foundational to academic success. The ability to identify explicit information and make inferences from text are vital skills. Majority of our students are reading below grade level and struggle to comprehend historical nonfiction texts and concepts.</i></p>	<p><b>Enabling Activities: (SW 5)</b></p> <p>All teachers will engage in the following.....</p> <ul style="list-style-type: none"> <li>A. Text-based questions</li> <li>B. Close reading strategies (ie, Using anchor Questions with “signposts” for Contrasts &amp; Contradiction as detailed in “Nonfiction Notice &amp; Note: Strategies for Close Reading” by Kylee Beers and Robert Propst, Heinemann, 2013.)</li> <li>C. pull text-based information to Graphic organizers/Thinking Maps (modeling of text)</li> <li>D. verbal processing (Pair-Share) of text chunks</li> <li>E. Assimilating prior knowledge</li> <li>F. Annotating text</li> <li>G. previewing domain-specific vocabulary terms</li> <li>H. Making and revising predictions about text chunks</li> <li>I. Stanford’s “Reading Like a Historian”</li> <li>J. CommonLit and Newsela</li> <li>K. DBQ Project Mini-Q’s</li> <li>L. C3 Inquiries</li> <li>M. National History Day Project</li> <li>N. Exposure to grade level text and vocabulary</li> <li>O. Use Thinking maps</li> <li>P. Utilize blended learning &amp; digital text *<i>American History, Hawaiian Monarchy, World History</i></li> <li>Q. Historical text examples include using literature of the era (e.g., Bill of Rights, Constitution, news articles, letters, etc.)</li> <li>R. Will collaborate to design differentiated instruction, share effective instructional strategies, and analyze student work.</li> </ul>	<p><b>Social Studies DH</b></p>	<p>Hawaii Equity School Design <b>Empowerment</b> Innovation</p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Students will show an increase in i-Ready Reading Informational Text Standard 1:Key Ideas and Detail (Quarterly)</p> <p>PLC generated Student Work Samples: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (Quarterly)</p> <p>Students will show an increase in CommonLit and Newsela scores (Quarterly)</p>

# SY 21 - 22 Academic Plan

<p><b>Social Studies Dept.</b>  <b>Goal #2:</b>          Students will show growth in academic writing so they can engage with history through the answering of questions on historical events and organize a coherent and concise presentation.</p> <p><i>Rationale: Many of our students struggle with academic writing, yet it is an essential skill for many subject areas. Writing is a vital life skill for students in order to communicate effectively, ethically and appropriately in their academic and future professional lives.</i></p>	<p><b>Enabling Activities: (SW6)</b>          All teachers will engage in the following....</p> <ul style="list-style-type: none"> <li>A. Engage students in Writing Skills for the appropriate task</li> <li>B. <i>Research Writing*Narrative Writing*Explanatory WritingPersuasive Writing*Argumentative Writing*Response to Literature</i></li> <li>C. Use of CER and IVF strategies</li> <li>D. Research paper</li> <li>E. Persuasive writing pieces</li> <li>F. Essay and One-pagers</li> <li>G. Thinking maps and other graphic organizers</li> <li>H. Peer editing</li> <li>I. Academic writing examples include essays, letters explaining primary sources, and historical narratives.</li> </ul>				<p>Formal research paper percentage of A's and B's will increase by 10% or reduction of students with failing grades. (Quarterly)</p> <p>Increased student participation in National History Day</p> <p>Incoming, Interim and year-end grade level writing samples will be used to measure improvement.</p>
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# SY 21 - 22 Academic Plan

<p><b>Social Studies Dept.</b>  <b>Goal #3:</b>          Students will show growth in global citizenship and cultural awareness.</p> <p><i><b>Rationale:</b> The goal of Social Studies courses is to make students more responsible citizens and culturally sensitive. Developing academic achievement, character and social emotional well-being.</i></p>	<p><b>Enabling Activities: (SW 6)</b></p> <ul style="list-style-type: none"> <li>A. Geography Bee</li> <li>B. National History Day Project</li> <li>C. C3 - College, Career, and Civic Life</li> <li>D. Grade level cultural projects (Makahiki, 'imu, etc.)</li> <li>E. Participation in Astronomy</li> <li>F. SecondStep</li> <li>G. Pono Project</li> <li>H. Current Events activities</li> <li>I. United States Government (Declaration of Independence, US Constitution, Bill of Rights)</li> <li>J. U.S. Citizenship duties and responsibilities</li> <li>K. Teaching about racial issues (slavery, etc.)</li> <li>L. Make consistent use of the gradual release instructional model in all classes/lessons.</li> <li>M. Utilize the STAR framework in lessons daily</li> </ul>				<p>100% of students will participate in Geography Bee at the school level</p> <p>Increased student participation in National History Day (open up to non-honors students; more participation in 6th and 7th grade)</p>
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<p><b>SPED</b>  <b>Goal #1:</b> Students receiving special education services will increase basic math operations fluency scores on standardized assessments.</p> <p><i><b>Rationale</b> To be able to show growth in student mathematical skills in preparation for algebra readiness.</i></p>	<p><b>Enabling Activities: (SW 6)</b>          All teachers will engage in the following.....</p> <ul style="list-style-type: none"> <li>A. Quarterly assessments of fact fluency</li> <li>B. iReady (Teacher assigned fact fluency)</li> <li>C. Math Minute</li> <li>D. Manipulatives</li> <li>E. Utilize Moby Max in core resource classes</li> <li>F. Make consistent use of the gradual release instructional model in all classes/lessons.</li> <li>G. Utilize the STAR framework in lessons daily Will collaborate to design differentiated instruction, share effective instructional strategies, and analyze student work.</li> </ul>	<p><b>SPED DH</b></p> <p><b>Hui Pu Team</b></p>	<p>Hawaii  <b>Equity School Design</b>          Empowerment          Innovation</p>	<p><b>WSF Title I</b>          Title II          Title III          IDEA          Homeless          CTE          Other          N/A</p>	<p>Pre and post Quarterly</p> <p>Assessments iReady Data reports Quarterly</p> <p>Mobymax usage data Quarterly</p> <p>All students will gain at least 1 year in their Goals &amp; Objectives in their IEP's, Quarterly</p>
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# SY 21 - 22 Academic Plan

<p><b>SPED</b> <b>Goal #2:</b> Increase support for SPED students in the inclusion setting. <i>*Hui Pu</i></p> <p><b>Rationale:</b> <i>Support for students in the least restrictive environment is critical for continued academic growth.</i></p>	<p><b>Enabling Activities:</b> (SW 6)</p> <p>All teachers will engage in the following.....</p> <ol style="list-style-type: none"> <li>A. Continue to schedule quarterly training and planning days regarding inclusion strategies within teacher teams.</li> <li>B. Continue effective practices in scheduling students in inclusive settings. <i>*Form 1 and Form 2</i></li> <li>C. Schedule inclusion walk-thrus quarterly to collect data on the frequency of use in inclusive practices.</li> <li>D. Provide Team teachers training in Specially Designed Instruction</li> </ol>	<p>SPED DH</p> <p>Hui Pu Team</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Pre and post Quarterly</p> <p>Assessments iReady Data reports Quarterly</p> <p>Mobymax usage data Quarterly</p> <p>All students will gain at least 1 year in their Goals &amp; Objectives in their IEP's, Quarterly</p>
<p><b>SPED</b> <b>Goal #3:</b> Maintain/Increase communication skills of FSC students that leads to independent adult living.</p> <p><b>Rationale</b> <i>Students in FSC/SMI classes lack the skills to communicate effectively to survive independently in society</i></p>	<p><b>Enabling Activities:</b> (SW 6)</p> <p>All teachers will engage in the following.....</p> <ol style="list-style-type: none"> <li>A. Service providers monthly progress monitoring meeting</li> <li>B. Focus on the accessibility of all environments on campus to allow the student</li> <li>C. Develop a peer-mediated intervention and instruction programs</li> <li>D. Learn different communication programs/apps on iPads and computers             <ul style="list-style-type: none"> <li>o Picture/word games to practice articulation</li> <li>o Survival words matching games</li> <li>o Functional reading,</li> <li>o Writing</li> <li>o Money skills</li> </ul> </li> </ol>	<p>SPED DH</p> <p>Hui Pu Team</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Speech/Language Objectives</p> <p>All students will gain at least 1 year in their Goals &amp; Objectives in their IEP's</p>

# SY 21 - 22 Academic Plan

<p><b>CTE/TECH</b> <b>Goal #1:</b> All students will show growth in academic writing and show an increase in ELA SBA performance.</p> <p><b>Rational:</b> <i>Students routinely struggle with expressing their ideas in written form from writing a sentence to a complete research paper.</i></p>	<p><b>CTE/TECH</b> <b>Enabling activities:</b> All teachers will engage in the following.....</p> <ul style="list-style-type: none"> <li>A. Reflective writing on daily assignments</li> <li>B. Project based learning with routine reflective writing components</li> <li>C. Explanatory / Informative Writing</li> <li>D. Peer reviews of projects or writing</li> <li>E. Make consistent use of the gradual release instructional model in all classes/lessons.</li> <li>F. Utilize the STAR framework in lessons daily</li> </ul>	<p>Elective DH</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p><b>Assessments:</b> Academic paper (e.g. Research paper, explanatory essay, or organized reflective writing on their performance in completing the project).</p> <p>Student work samples showing peer feedback to others ELA SBA</p> <p><b>Assessments:</b> Vocabulary Pre and Post Test</p> <p>SBA for math and ELA NGSS for Science</p>
<p><b>Goal #2:</b> All students will show growth in the use and understanding of academic vocabulary. This will increase their ELA and Math SBA performance, along with the new NGSS test for Science.</p> <p><b>Rationale:</b> <i>Students routinely struggle with using and understanding course specific academic vocabulary. This hinders their learning progress.</i></p>	<p><b>Enabling Activities:</b> All teachers will engage in the following.....</p> <ul style="list-style-type: none"> <li>A. Embedded academic vocabulary in reflective writing, project based learning, explanatory, and informative writing.</li> <li>B. Students use academic language to support the “Talk-to-Learn” BERC component.</li> </ul>		<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p><b>Assessments:</b> Grade averages compared to previous year’s averages</p> <p>Student feedback forms</p> <p>Teacher Observations</p>



# SY 21 - 22 Academic Plan

<p><b>FINE ARTS/ MUSIC</b> <b>Goal #1</b></p> <p>Use high quality Project Based Learning to increase students' classroom engagement, overall interest in school, academic skills, and real life skills.</p> <p><b>Rationale:</b> <i>Our school had 45% score result for classroom engagement according to the Panorama survey. Also, the majority of students are not discussing classroom ideas outside of the classroom. We need to use curriculum and instructional activities that connect to their interests, personal lives, and their dreams. crucial life skill, crucial personal skill, crucial educational skill. Can help students understand why learning is so important</i></p>	<p><b>FINE ARTS/ MUSIC</b></p> <p>All teachers will engage in the following.....</p> <p><b>Enabling Activities:</b></p> <ul style="list-style-type: none"> <li>A. Project based learning with routine reflective writing components in the arts.</li> <li>B. When students get the chance to create their own projects and work in small student driven groups, students might be more excited to come to school. They might be more invested in everything they do at school. If we could make elective classes full on PBL then maybe we could not only support student academic growth, but also their mental and emotional health, which would support them as a whole person for the rest of their lives.</li> <li>C. Peer reviews of projects</li> <li>D. Embed practices and performances to showcase the arts.</li> <li>E. Make consistent use of the gradual release instructional model in all classes/lessons.</li> <li>F. Utilize the STAR framework in lessons daily</li> </ul>	<p><b>Dept Lead</b></p> <p>Silva Edgil Sakamoto Sato</p>	<p><b>Hawaii Equity School Design Empowerment Innovation</b></p>	<p><b>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</b></p>	<p><b>Assessment:</b></p> <p>20% reduction in failing grades in elective classes (Semester)</p> <p>Student feedback forms (Quarterly)</p> <p>Panorama survey results (Annually)</p>
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## SY 21 - 22 Academic Plan

<p><b>FINE ARTS/ MUSIC</b></p> <p><b>Goal #2</b> Support student achievement and literacy through reflection strategies including writing and discussion.</p> <p><b>Rationale:</b> <i>Providing opportunities for students to share insight and perspective on their own learning through writing or discussion will improve student metacognition and work quality.</i></p>	<p><b>Enabling activities:</b> All teachers will engage in the following.....</p> <p>A. Reflective strategies embedded into lessons, projects, or performances. (Eg: BERC, AVID )</p> <p>B. Project based learning with routine reflective writing components in the arts.</p> <p>C. Peer reviews of projects or writing through Google Applications or PBL templates.</p> <p>D. Embedded academic vocabulary in reflective discussion and writing, project based learning, explanatory, and informative writing.</p>	<p><b>Dept Lead</b> Silva Edgil Sakamoto Sato</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p><b>Assessment:</b> PLC generated student work samples (Quarterly)</p>
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<p><b>Team Electives</b></p> <p><b>Goal #1:</b> Students will explore various career pathways</p> <p><b>Rationale:</b> <i>Students oftentimes do not have a set goal and knowledge as to what path they want to explore.</i></p>	<p><b>Enabling activities: (SW 6)</b> All teachers will engage in the following.....</p> <p>A. Using the RIASEC, Personal Interest Inventory, test students will explore their interests and decide on a Career Pathway.</p> <p>B. Students will then explore Academies offered at the High School level to determine what Academy would fit their chosen career path</p> <p>C. Make consistent use of the gradual release instructional model in all classes/lessons.</p> <p>D. Utilize the STAR framework in lessons daily</p>	<p><b>Department Lead</b> M. Llantero Kozohara</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p>RIASEC test results <a href="https://www.hawaiipublicschools.org/DOE%20Forms/CTE/RIASEC.pdf">https://www.hawaiipublicschools.org/DOE%20Forms/CTE/RIASEC.pdf</a></p> <p>PLC Generated Student Work - Students write short written reflection on what career path was identified and which High School Pathway best fits their career choice. (Quarterly)</p>
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## SY 21 - 22 Academic Plan

<p><b>Team Electives</b></p> <p><b>Goal #2:</b> - Utilize Achieve 3000 to assist in Reading and Writing Practice</p> <p><b>Rationale:</b> <i>Reading is set at their reading level allowing them to complete reading assignments that are leveled specifically to their abilities</i></p>	<p><b>Enabling activities: (SW6)</b> All teachers will engage in the following.....</p> <p>A. Students will complete Achieve 3000 article readings and activities related to subject area to support and improve their Reading and Comprehension skills</p>	<p><b>Department Lead</b> M. Llantero Kozohara</p>	<p>Hawaii <b>Equity</b> School Design Empowerment Innovation</p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Increased Lexile gains (quarterly)</p>
<p><b>Team Electives</b></p> <p><b>Goal #3:</b> Students will improve writing as demonstrated in organization of thinking</p> <p><b>Rationale:</b> <i>All teachers were trained in the use of Thinking Maps. It is a school wide initiative and a strategy that is flexible and adaptable to various subject areas.</i></p>	<p><b>Enabling activities:</b> All teachers will engage in the following.....</p> <p>A. Teachers will implement and use Thinking Maps to help to support student thinking and learning for various activities done in class.</p>	<p><b>Department Lead</b> M. Llantero Kozohara</p>	<p>Hawaii <b>Equity</b> School Design Empowerment Innovation</p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>PLC generated student work, thinking maps, writing, SW rubric (quarterly)</p>

# SY 21 - 22 Academic Plan

<p><b>Counselors</b>  <b>Goal #1: Special Motivations Program</b>          .          Students identified as high risk will be provided with a minimum of 3 interventions per semester.</p> <p><b>Rationale:</b> <i>This provides the relationship building for students that create positive connections within the school. Relationships / connections are one of the most important criteria for success in middle school.</i></p>	<p><b>Enabling activities: (SW 6)</b></p> <ul style="list-style-type: none"> <li>A. Team meetings with student involved</li> <li>B. Parent conferences</li> <li>C. Monitoring /check ins</li> <li>D. Small group activities</li> <li>E. Minute meetings</li> <li>F. Individual / group counseling</li> </ul>	<p>Counselor DH</p>	<p>Hawaii  <b>Equity School Design</b>          Empowerment          Innovation</p>	<p><b>WSF Title I</b>          Title II          Title III          IDEA          Homeless          CTE          Other          N/A</p>	<p>ECSSS documentation</p> <p>Team minutes</p> <p>Peer Review minutes</p> <p>Decrease in the number of At Risk students (Quarterly)</p>
<p><b>Counselors</b>  <b>Goal #2 Social Emotional Learning</b>          Increase educational opportunities for student to grow in the CASEL defined competency areas: Self Awareness, Self Management, Responsible decision making, relationship skills and Social Awareness</p> <p><b>Rationale:</b> <i>To build positive personal self affect in order to be positive contributors to the community.</i></p>	<p><b>Enabling activities: (SW 5)</b></p> <ul style="list-style-type: none"> <li>A. Minute meeting check to identify needs</li> <li>B. Provide quarterly topics to classrooms to support advisory lessons</li> <li>C. Individual and group counseling based off of defined needs</li> <li>D. SEL resources procured and house on school SEL Website</li> <li>E. Provide training for teachers on trauma based practices, Social Emotional Learning and suicide prevention</li> </ul>	<p>Counselor DH</p>	<p>Hawaii  <b>Equity School Design</b>          Empowerment          Innovation</p>	<p><b>WSF Title I</b>          Title II          Title III          IDEA          Homeless          CTE          Other          N/A</p>	<p>Summary of Meeting</p> <p>Minutes</p> <p>Lesson Plans</p>

# SY 21 - 22 Academic Plan

<p><b>Counselors</b></p> <p><b>Goal #3:</b> Attendance For students with attendance concerns, we will increase the percentage of students that successfully pass their core classes.</p> <p><b>Rationale:</b> <i>Students that aren't in school are struggling academically and while we can not control their attendance we can provide support to help them be academically successful.</i></p>	<p><b>Enabling activities: (SW 6)</b></p> <p>A. A cohort of students will be selected each quarter based on EWS data to provide counseling lessons and motivational tracking and support.</p> <p>B. Use quarter assemblies to acknowledge and celebrate students with good attendance rates</p> <p>C. Communicate with parents quarterly through letters to inform and invite to collaborate regarding improving attendance in order to increase academic success.</p>	<p>Counselor DH</p>			<p>LDS /EWS Data</p> <p>Attendance data</p> <p>D/F list</p>
<p><b>RTI Dept.</b></p> <p><b>Goal #1:</b> Support organizational and academic skills for ELL students, which are a subgroup that has shown to be performing below peers in all academic areas.</p> <p><b>Rationale:</b> <i>ELL students would benefit greatly by improved academic skills to increase their academic success</i></p>	<p><b>Enabling activities:</b></p> <p>A. Establish grade and agenda checks, binder organization, establish communication with families to encourage support from home for ELL students.</p> <ul style="list-style-type: none"> <li>● ELL classes will include grade checks, binder and student agenda organization.</li> <li>● ELL coordinator/teacher will contact ELL families to explain and guide us of ParentSquare, Infinite Campus, use of student agenda for homework follow-up.</li> </ul> <p>B. Establish a plan for early intervention of failing ELL students.</p> <ul style="list-style-type: none"> <li>● Engage with teachers to support failing ELL students through tutorial time and Saturday school.</li> <li>● Support ELL students and families to independently track grades and communication with teachers.</li> </ul>	<p>EL Coordinator</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Percentage of ELL students passing receiving passing grades in core classes</p> <p>Improved student organization observed</p> <p>Increase the number of students independently tracking their own grades.</p>

## SY 21 - 22 Academic Plan

<p><b>RTI Dept.</b> <b>Goal #2:</b> Support students performing below grade level in mathematics and reading by differentiating in materials and instruction to meet student needs.</p> <p><b>Rationale:</b> <i>Strengthening Math and Reading fluency will support academic success in all content areas.</i></p>	<p><b>Enabling activities:</b></p> <p>A. Reading and Math Workshop Teachers will utilize blended learning platform in their classes daily.</p> <ul style="list-style-type: none"> <li>● Read and Math 180: Incorporate rotation between direct instruction and independent work.</li> <li>● Engage in Fluency building activities weekly</li> <li>● Utilize problem solving skill-group work and discussion-problem of the week.</li> <li>● i-Ready Math Program: Students will follow their path and practice their individual skills.</li> </ul>	<p>SW Coordinator</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Read and Math 180 assessments/reports</p>
<p><b>RTI Dept.</b> <b>Goal #3:</b> Support students by helping to motivate them as they complete their personalized credit recovery programs</p> <p><b>Rationale:</b> <i>Instilling intrinsic motivation for students at risk is critical to their academic success.</i></p>	<p><b>Enabling activities:</b></p> <p>A. A full time teacher will work with students in need of credit remediation daily to help them increase productivity, and keep them on task during class, utilizing Edison eCourse Credit Recovery program.</p> <p>B. A full time teacher will insure access to personalized credit recovery programs, with the goal of demonstrating a 60% mastery of content.</p> <p>C. A full time teacher will find ways to motivate each student. This may include parent contact, offering incentives, and/or clear consequences for off task behavior.</p>		<p>Hawaii Equity School Design Empowerment Innovation</p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Edison Learning will keep track of each student's 7 day progress and the grade for each assignment, and for each class</p>

# SY 21 - 22 Academic Plan

**Goal 2: Staff Success.** Waiākea Intermediate School 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 the 2020-2021 school year:	Rationale:
<p>1. All teachers will receive resources, models, and staff training to support expectations of student behavior and differentiation within the STAR framework (behavioral and academic)</p> <p>Ready to Learn</p> <ul style="list-style-type: none"> <li>a. Safe &amp; Civil MTSS-B: STOIC, CHAMPS-classroom management, first 90 days</li> <li>b. Behavior Theory: Trauma Informed Practices, Social Emotional Learning <i>*Second Steps</i></li> <li>c. Differentiation: Gradual Release, Literacy Across all Content Areas, Specially Designed Instruction (SDI)</li> </ul> <p>What to Learn</p> <ul style="list-style-type: none"> <li>d. Visible Learning - identifying and sharing Learning Targets</li> </ul> <p>Model to Learn</p> <ul style="list-style-type: none"> <li>e. AVID</li> <li>f. Thinking Maps</li> </ul> <p>Talk to Learn</p> <ul style="list-style-type: none"> <li>g. Turn and Talk, Pair Share, Discussion Protocols, Using text</li> </ul> <p>2. Teachers will continue to engage in planning and professional development days. Teachers will continue to be provided sub days to engage in content specific PD.</p> <ul style="list-style-type: none"> <li>a. create PD to match content area needs, <i>*iReady Math, SBA training, C3, NGSS, Read/math 180</i></li> <li>b. high engagement classroom practices, <i>*Nuts &amp; Bolts Conference</i></li> <li>c. effective team dynamics in Middle School, <i>*Jack Berckemeyer,</i></li> <li>d. refine and implement brain based lesson planning that aligns with STAR framework, within each grade level involving all core and noncore classes,</li> <li>e. plan how to incorporate trauma informed practices that support Social Emotional Learning,</li> <li>f. plan for differentiated instruction,</li> <li>g. implement instructional strategies that move students beyond one year of learning,</li> <li>h. provide students more opportunities to engage in rigorous learning opportunities,</li> <li>i. engage data analysis of interim/block assessments at least once a semester and engage in utilizing the Digital Library resources.</li> </ul> <p>3. All teachers will engage in the STAR framework reflective process in a school based PLC. Continued emphasis on the STAR Instructional Habits for Learning in all classrooms.</p> <p>4. Teachers and EAs will engage in Thinking Maps Path for ELLs training.</p>	<p>Embedded in Desired Needs</p>

# SY 21 - 22 Academic Plan

Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Promise Alignment	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>1. All teachers will receive resources, models, and staff training to support expectations of student behavior and differentiation within the STAR framework (behavioral and academic)</p> <p><i>Rationale: Consistent training and modeling is critical for staff success.</i></p>	<p><b>Enabling activities: (SW 5)</b></p> <p>A. Professional development core content area topics</p> <ul style="list-style-type: none"> <li>● iReady</li> <li>● Ready Math</li> <li>● Content Area training: NGSS, Math Core</li> <li>● C3 Social Studies</li> </ul> <p>B. STAR Framework <b>Ready to Learn</b></p> <ul style="list-style-type: none"> <li>● Safe &amp; Civil MTSS-B: STOIC, CHAMPS-classroom management, first 90 days</li> <li>● Behavior Theory: Trauma Informed Practices, Social Emotional Learning</li> <li>● Differentiation: Gradual Release, Literacy Across all Content Area</li> </ul> <p><b>What to Learn</b></p> <ul style="list-style-type: none"> <li>● Visible Learning - identifying and sharing Learning Targets</li> </ul> <p><b>Model to Learn</b></p> <ul style="list-style-type: none"> <li>● AVID Refresher</li> <li>● Thinking Maps</li> </ul> <p><b>Talk to Learn</b></p> <ul style="list-style-type: none"> <li>● Turn and Talk, Pair Share, Discussion Protocols, Using text</li> </ul> <p>C. Gradual Release</p> <ul style="list-style-type: none"> <li>● Provide examples or models of gradual release so expectations are clear and understood by all staff members.</li> <li>● Consistently review expectations of gradual release with all staff.</li> <li>● Provide support/reminders as indicated by observation/walkthroughs</li> </ul>	<p>Schoolwide Coordinator</p> <p>VP</p> <p>VP</p> <p>PBIS RT</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Reduction in the gap for both ELA and Math</p> <p>Decrease in the number of “at-risk” students (Quarterly)</p> <p>WIDA data</p> <p>iReady data</p> <p>Increase in “safety” dimension of SQS or Panorama</p> <p>Increase in STAR Observation Study 2xs a year</p>



# SY 21 - 22 Academic Plan

	<p>D. Literacy</p> <ul style="list-style-type: none"> <li>● Refresher training on effective literacy practices such as SWRL/WICOR frameworks and processes.</li> <li>● Build/share a toolbox of high impact literacy strategies with and among staff</li> <li>● Provide common resources - such as school wide rubrics - to all staff</li> <li>● Emphasize academic and content specific vocabulary instruction</li> </ul> <p>E. MTSS B - Safe &amp; Civil Schools</p> <ul style="list-style-type: none"> <li>● Full staff behavior training - Opening of School</li> <li>● STOIC</li> <li>● CHAMPS - Classroom Management</li> </ul>				
<p>2. Teachers will continue to engage in planning and professional development days. Teachers will continue to be provided sub days to engage in content specific PD.</p> <p><i><b>Rationale:</b> Our CNAs historically show a clear need for teacher training and support in academic and behavioral content. (CNA 17-18, 18-19, 19-20)</i></p>	<p><b>Enabling activities: SW (1)</b></p> <ul style="list-style-type: none"> <li>A. Provide PD to match content area needs,</li> <li>B. Effective team dynamics in Middle School</li> <li>C. Refine and implement brain based lesson planning that aligns with STAR framework, within each grade level involving all core and noncore classes,</li> <li>D. Plan how to incorporate trauma informed practices that support SEL,</li> <li>E. Plan for differentiated instruction, and implement instructional strategies that move students beyond one year of learning,</li> <li>F. Provide students more opportunities to engage in rigorous learning opportunities.</li> <li>G. Participation in Nuts and Bolts Hawaii             <ul style="list-style-type: none"> <li>a. Conference, January 2022</li> </ul> </li> <li>H. Support new teachers with BERCC group introductory training</li> <li>I. Engage data analysis of interim/block assessments at least once a semester and engage in utilizing the Digital Library resources.</li> </ul>	<p>SW Coordinator</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Professional Development Feedback Surveys</p> <p>Learning Walking data (Quarterly)</p> <p>Decrease in the number of students in need of urgent intervention. (Quarterly)</p> <p>Increase in the number of students achieving set goals in iReady Reading and Math</p>

## SY 21 - 22 Academic Plan

<p>3. All teachers will engage in the <b>STAR framework</b> reflective process in a school based PLC.</p> <p><i><b>Rationale:</b> Common Core standards are the first standards to incorporate brain based instructional strategies. The STAR framework aligns Instructional strategies to how the brain learns.</i></p>	<p><b>Enabling activities: SW (5)</b></p> <p>A. BERC Group - BERC Group - Learning Walks, Team based PLCs training</p> <ul style="list-style-type: none"> <li>● STAR Observation Study (2)</li> <li>● ILT Training - Modeling Team Meetings (4)</li> <li>● Executive Coaching (3)</li> <li>● New Teachers - (1)</li> </ul>	<p>Principal</p> <p>ILT</p> <p>Team Leaders</p> <p>SW Coordinator</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p><b>WSF Title I</b></p> <p>Title II</p> <p>Title III</p> <p>IDEA</p> <p>Homeless</p> <p>CTE</p> <p>Other:</p>	<p>STAR Observation Study 2xs a year</p>
<p>4. Teachers and EAs will engage in Thinking Maps Path for ELLs training.</p> <p><i><b>Rationale:</b> ELL students is a consistent underperforming subgroup. Incorporating ELL strategies in all content areas is critical for their academic success.</i></p>	<p><b>Enabling activities: (SW 6)</b></p> <p>A. Utilize SW Thinking Maps Paths for ELLs Rollout plan</p> <ul style="list-style-type: none"> <li>● Select “early adopters” team to receive intensive training.</li> <li>● One year of practice in the classroom. Quarterly check-ins.</li> <li>● Procure trainer for full staff training.</li> <li>● Develop rollout plan with staff input by teams.</li> <li>● Add resources to PD resource platform (website)</li> <li>● Plan for refresher training facilitated by staff.</li> </ul>	<p>SW Coordinator</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p><b>WSF Title I</b></p> <p>Title II</p> <p>Title III</p> <p>IDEA</p> <p>Homeless</p> <p>CTE</p> <p>Other</p> <p>N/A</p>	<p>WIDA scores</p> <p>Imagine Learning Data</p>

# SY 21 - 22 Academic Plan

**Goal 3: Successful Systems of Support.** The system and culture of Waiākea Intermediate School works to effectively organize financial, human, and community resources in support of student success.

<b>Outcome:</b> By the end of the 2020-2021 school year:	<b>Rationale:</b>
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<p>WIS strives to build a culture of excellence where those who serve here share a common vision that values the collective effort of talented people and embrace an improvement process that celebrates effort, rigor and courage.</p> <p><i>The collective effort by very talented people, paired with a shared commitment to a vision to perfect their craft, led to a culture of excellence. Frame your improvement process in a way that goes far beyond just fixing what's broken. When teachers and administrators can believe that they are working toward perfecting their craft, they will be engaged in a process that elevates rather than denigrates their efforts. Therein lies the power of a shared vision.</i></p> <p style="text-align: right;"><i>-Mike Haykin</i></p> <ol style="list-style-type: none"> <li>1. WIS will utilize <b>School-wide Leadership</b> to further implementation of the Academic Plan             <ol style="list-style-type: none"> <li>a. develop expectations for student behavior and monitor implementation of differentiation practices,</li> <li>b. support a continual process of sharing/feedback around the Academic plan with staff input,</li> <li>c. schedule and implement regular activities that reiterate/refocus our school goals, highlight our progress, and celebrate teacher efforts, d. provide teachers with clear guidance around quality resources/staff supports for high-level instruction (including gradual release, AVID, thinking maps, literacy strategies).</li> </ol> </li> <li>2. Improve school <b>climate</b> <ol style="list-style-type: none"> <li>a. Develop individual intervention within a Multiple Tiered System of Support for Behavior (MTSS-B)</li> <li>b. The school will provide consistent top-down expectations for staff management of student behavior and differentiation practices c. Waiākea Intermediate staff will collectively develop and uphold schoolwide high-engagement activities that tie into student interests - both within and outside of the classroom</li> <li>d. Continue to utilize HERO, to manage minor behavior</li> <li>e. Introduce Live School as PBIS platform</li> </ol> </li> <li>3. WIS will utilize and implement an effective <b>Response to Intervention System</b> which addresses tiered levels of academic and behavior supports and services for all students</li> <li>4. Continue to build teacher efficacy through the implementation of <b>Department Professional Learning Communities</b></li> <li>5. Increase <b>parent school involvement</b> and parent home involvement in their child's education</li> <li>6. Continue to update <b>technology</b> needs and continue to purchase quality standards-aligned/research-based curricular and instructional curriculum and supplemental resources.</li> <li>7. Creating <b>consistency and common understanding</b> in our expectations around the following             <ol style="list-style-type: none"> <li>a. Grading policies aligned and shared between grade level teams.</li> <li>b. Celebrating student achievement by teams in each grade-level</li> <li>c. Att student writing/reflection components to all assignments to all assignments and projects.</li> </ol> </li> </ol>	<p>Embedded in Desired Needs</p>
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# SY 21 - 22 Academic Plan

Desired Outcome	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>ART Accountable Lead(s)</b>	<b>Promise Alignment</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>Define the relevant data used to regularly assess and monitor progress</b>
<p>1. WIS will utilize <b>School-wide Leadership</b> to further implementation of the Academic Plan</p> <p><i><b>Rationale:</b> WIS Leadership organization is designed to maximize teacher voice and distributive leadership.</i></p>	<p><b>Enabling activities: (SW 3)</b></p> <ul style="list-style-type: none"> <li>A. develop expectations for student behavior and monitor implementation of differentiation practices</li> <li>B. support a continual process of sharing/feedback around the Academic plan with staff input,</li> <li>C. schedule and implement regular activities that reiterate/refocus our school goals, highlight our progress, and celebrate teacher efforts,</li> <li>D. provide teachers with clear guidance around quality resources/staff supports for high-level instruction (including gradual release, AVID, thinking maps, literacy strategies).</li> </ul>	<p>Principal</p> <p>Schoolwide Leadership</p>	<p>Hawaii Equity School Design</p> <p>Empowerment Innovation</p>	<p><b>WSF Title I</b></p> <p>Title II</p> <p>Title III</p> <p>IDEA</p> <p>Homeless</p> <p>CTE</p> <p>Other</p> <p>N/A</p>	<p>Increase achievement in summative state testing in reading, math and science</p> <p>Decrease in gap scores in reading and math</p> <p>Increase in SQS - teacher satisfaction</p> <p>Increase in Panorama Survey Results in all areas.</p> <ul style="list-style-type: none"> <li>Climate 61%</li> <li>Engagement 45%</li> <li>Rigorous Expectations 68%</li> <li>Teacher-Student Relationship 60%</li> <li>Pedagogical Effectiveness 71%</li> </ul>

## SY 21 - 22 Academic Plan

<p>2. Improve <b>school climate</b></p> <p><i>Rationale: Engage ALL stakeholders in the process of developing a positive School Climate</i></p>	<p><b>Enabling activities: (SW 5)</b></p> <ul style="list-style-type: none"> <li>A. Develop interventions for all Tiers 1-3               <ul style="list-style-type: none"> <li>○ CHAMP training &amp; support - Quarterly</li> </ul> </li> <li>B. The school will provide consistent top-down expectations for staff management of student behavior.               <ul style="list-style-type: none"> <li>○ Create/implement first 90 days calendar</li> </ul> </li> <li>C. Continue to utilize HERO to manage minor behavior, monitor for improvement</li> <li>D. PBIS incentive activities planned and implemented               <ul style="list-style-type: none"> <li>○ Quarterly Incentives, Titan 200, HERO Store</li> </ul> </li> <li>E. Counseling Department to develop SEL practices               <ul style="list-style-type: none"> <li>○ Second Step Pacing Guide</li> </ul> </li> <li>F. PBIS RT - Develop and maintain a Behavior Resource Website for Teachers</li> <li>G. Teams, Departments and GLs plan high interest activities such as; Field trips, intramural sports, SBG activities, regular lunch time activities, talent showcases</li> <li>H. Student Body Government - establish GL representatives &amp; increase community service opportunities for student leaders</li> </ul>	<p>PBIS RT</p>	<p>Hawaii <b>Equity</b> School Design Empowerment <b>Innovation</b></p>	<p><b>WSF Title I</b> Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Increase in Panorama Survey Results in all areas. Climate 61%</p> <p>Decrease in the number of at-risk students</p>
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## SY 21 - 22 Academic Plan

<p>3. WIS will utilize and implement an effective <b>Response to Intervention System MTSS</b> which addresses tiered levels of academic and behavior supports and services for all students.</p> <p><i>Rationale: Schoolwide structures consistent with expectations for behavior, consequences &amp; differentiation, resulting in relevant, meaningful classroom practices for all students</i></p>	<p><b>Enabling activities: (SW 5)</b></p> <p>A. Behavior</p> <ol style="list-style-type: none"> <li>1. Develop processes for identifying and assisting students in need of additional behavioral supports.</li> <li>2. Establish a Behavior Leadership Team that meets regularly to review discipline data.</li> <li>3. Develop a process for teachers to request behavior assistance outside of the referral process.</li> <li>4. Establish Code Red Behavior Description and Crisis Response Team to address behavior that is highly disruptive on campus with a consistent trained response team.</li> <li>5. Informing staff members of the above process.</li> <li>6. Establish consistent classroom management practices in each classroom - CHAMPS</li> <li>7. Train all teachers in behavior intervention, 3-5-3 plan, Berckemeyer</li> </ol> <p>B. Academic</p> <ol style="list-style-type: none"> <li>1. Establish Reading and Math Workshop classes</li> <li>2. Provide Training and support for Workshop classes (Read and Math 180)</li> <li>3. Maintain Literacy Studio Classes and EL Support</li> <li>4. Increase Tutoring capacity</li> </ol> <p>C. Early Warning Indicators - <b>Panorama EWI</b></p> <ol style="list-style-type: none"> <li>1. Establish problem solving teams             <ol style="list-style-type: none"> <li>a. Teacher to Teacher Teams</li> <li>b. Intervention Planning Team (Peer Review)</li> </ol> </li> </ol>	<p>Principal</p> <p>VP</p> <p>VP</p> <p>PBIS RT</p> <p>Registrar</p> <p>SW Coordinator</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p><b>WSF Title I</b></p> <p>Title II</p> <p>Title III</p> <p>IDEA</p> <p>Homeless</p> <p>CTE</p> <p>Other</p> <p>N/A</p>	<p>Decrease in the number of “at-risk” students</p> <p>Decrease the number of students in urgent need of academic intervention.</p> <p>Decrease the number of students in urgent need of behavioral intervention.</p>
<p>4. Continue to build teacher efficacy through the implementation of <b>Department Professional Learning Communities (PLCs)</b>.</p> <p><i>Rationale: Improved professional learning communities will promote strong instructional practices and a shared belief</i></p>	<p><b>Enabling activities: (SW 1)</b></p> <ol style="list-style-type: none"> <li>A. Implement at least 1 Department instructional improvement cycle per quarter.</li> <li>B. Utilize Interim Assessments in the improvement cycle twice a year, once in each semester.</li> <li>C. Integrate instructional strategies from Visible Learning, AVID, Thinking Maps, Teacher Toolkit and STAR Framework.</li> <li>D. Integrate improvement cycles into Individual Professional Personal Development Plans (IPDP) and Student Success Outcomes (SSOs).</li> </ol>	<p>Principal</p> <p>SW Coordinator</p> <p>Department Heads</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p><b>WSF Title I</b></p> <p>Title II</p> <p>Title III</p> <p>IDEA</p> <p>Homeless</p> <p>CTE</p> <p>Other</p> <p>N/A</p>	<p>Increase achievement in summative state testing in reading, math and science</p> <p>Decrease in gap scores in reading and math</p>

# SY 21 - 22 Academic Plan

<p><i>among teachers that they can positively influence learning outcomes for students across all subgroups.</i></p>					
<p>5. Increase <b>parent school involvement</b> and parent home involvement in their child’s education.</p> <p><i><b>Rationale:</b> Parent involvement is a key indicator of student success.</i></p>	<p><b>Enabling activities: (SW 4)</b></p> <p>A. Implement school-wide planners for every student for increased academic communication between school and home.</p> <p>B. Maintain and update new website for increased communication between school and home.</p> <p>C. Implement Family Events that bring families together to the school to create a culture of learning.</p> <p>D. Increase the number of families and students accessing Infinite Campus.</p> <p>E. Participation in the Family Engagement Cohort 2 Training and activities</p> <ol style="list-style-type: none"> <li>a. <i>Literacy through Parent Teacher Partnership (LPTP): Parent Conference Reimagined</i></li> <li>b. <i>Professional Development for staff</i></li> <li>c. <i>Welcoming Families to Campus - new signage</i></li> </ol> <p>F. Continue to use Parent Square for two communication between home and school.</p> <p>G. Continue to produce monthly newsletter designed to support middle school parents, *Middle Years</p>	<p>Principal</p> <p>PCNC</p> <p>Technology Coordinator</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Increase in parent satisfaction and communication component in the SQS</p>
<p>6. Continue to update <b>technology</b> needs and continue to purchase quality standards-aligned/research-based curriculum, instruction and assessment resources.</p> <p><i><b>Rationale:</b> Preparing students to be successful in a digital classroom requires equipment, software and teacher training.</i></p>	<p><b>Enabling activities: (SW 1)</b></p> <p>A. Stick to technology plan for renewing technology.</p> <p>B. Continue to provide technology application professional development to teachers</p> <ul style="list-style-type: none"> <li>● Tools and applications for distance learning</li> <li>● Amplify ELA</li> <li>● iReady</li> <li>● Ready Math</li> <li>● TCI for Science</li> <li>● Digital Text for Social Studies</li> <li>● NewsELA</li> <li>● Achieve 3000</li> </ul>	<p>Technology Coordinator</p> <p>SW Coordinator</p> <p>Department Heads</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p>Increase in teacher usage and proficiency in digital applications.</p> <p>Increase in students usage and proficiency in digital applications.</p>

## SY 21 - 22 Academic Plan

<p>7. Creating <b>consistency and common understanding</b> in our expectations around the following</p> <p><i>Rationale: A successful school knows how to work together to provide a consistent quality program.</i></p>	<p><b>Enabling activities: (SW 2)</b></p> <ul style="list-style-type: none"> <li>A. Grading policies aligned and shared between grade level teams.</li> <li>B. Celebrating student achievement by teams in each grade-level</li> <li>C. Incorporate student writing/reflection components to assignments and projects.</li> <li>D. Digital Portfolios and Student Led Conferences</li> </ul>	<p>Principal</p> <p>VP</p> <p>VP</p> <p>Team Leaders</p> <p>Department Heads</p>	<p>Hawaii Equity School Design Empowerment Innovation</p>	<p>WSF Title I Title II Title III IDEA Homeless CTE Other N/A</p>	<p>SWL minutes</p> <p>Teacher Feedback Surveys</p>
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