Hilo-Waiakea Complex
SY 2022 - 2023 Academic Plan

Waiakea Intermediate School
200 W Puainako St.
Hilo, HI 96720

Waiakea Intermediate 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 embraces an improvement process that celebrates effort, rigor, and courage.

The collective effort by very talented people, paired with a shared commitment to a vision to perfect their craft, leads 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.
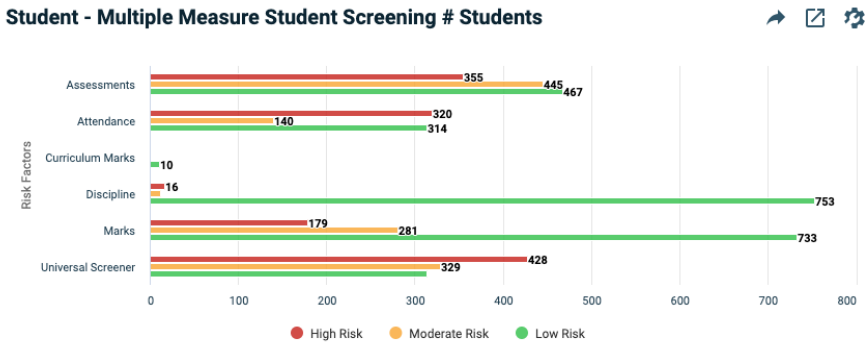*-Mike Haykin*

Initial Academic Plan

Lisa Souza			
Principal Name	Principal Signature	Date	04/08/22
Esther Kanehailua			
CAS Name	CAS Signature	Date	4.14.22

Revised Academic Plan

Lisa Souza			
Principal Name	Principal Signature	Date	
Esther Kanehailua			
CAS Name	CAS Signature	Date	

Waiakea Intermediate One-Year Academic Plan | Version #1 | March 11, 2022

One-Year Academic Plan SY 2022-2023

Where are we now? *Prioritize school's needs as identified in one or more of the following needs assessments:*	
Comprehensive Needs Assessment: List *root causes* and *contributing causes*	**WASC:** List *WASC Critical Areas of Follow-up*
Major Student Learner Need #1: Address the needs of students impacted by the pandemic. SW1 During the Pandemic student learning and emotional development were interrupted. Students returning to campus has not been without challenges as COVID cases continue students are quarantined which results in further disruption. Also, parents are electing to keep students home when case counts in the community rise. The following focus areas are needed to address the wide variety of student needs. ● Re-engaged disconnected students ● Attend to physical, social, and mental health needs ● Measure student progress and use data to advance learning ● Differentiating instruction by taking stock of student's knowledge and skills, giving them choices, connecting the curriculum to their interest, and giving them multiple opportunities to demonstrate their learning Out of 774 students currently enrolled, 2.17.22, 570 are at risk, behavior and course marks are low risk, yet universal screener is high risk 	**WASC/CA 1** SW1 Waiākea teachers consistently and intentionally integrate SEL strategies throughout the curriculum to re-energize the school climate and help students re-engage with school; use these tools to attend to students' physical, social, and mental health needs and measure student progress through a systematic collection of data.
	WASC/CA 2 SW1 Administrators, teachers, and staff focus on increasing the percentage of students on or above grade level in ELA (Reading Comprehension: Non-fiction and Literature, Vocabulary, and Writing) to ensure that all students meet grade proficiency and are prepared to move to the next level. Identify instructional strategies that can be used across the curriculum and regularly use assessment measures to verify their effectiveness in promoting student growth.
	WASC/CA 3 SW1 Waiākea administrators and staff focus on increasing the percentage of students on or above grade level in Math (Algebra and Algebraic Thinking). Ensure that vertical articulation and curriculum development has the support needed to impact student achievement of standards.
	WASC/CA 4 SW1 Administrators and leaders continue to provide time, assessment training, and support to ensure that the PLC process uses data and best practices to meet the needs of all students.
	WASC/CA 5 SW1 Teachers and staff differentiate instruction by taking stock of students' knowledge and skills, giving them choices, connecting the curriculum to their interests, and giving them multiple opportunities to demonstrate their learning.
	WASC/CA 6 SW1 Administrators, leadership, and teachers continue to create a comprehensive assessment system that ensures all decisions are based on data.
Major Student Learner Need #2: Increase the level of literacy in all students SW1 As we transitioned back to in-person learning, Waiakea Intermediate has identified the need for students to improve reading comprehension to read at grade level as indicated by iReady Diagnostic Screener. The Self Study data indicate a primary focus to be centered on Reading Comprehension: Non-fiction and Literature, Vocabulary, and cohesive Writing across the curriculum. The most recent Diagnostic data, Winter 21-22, shows that 45% of students are 3	**WASC/CA 7** SW1 Administrators and teachers define and leverage CTE pathways to create viable and effective interdisciplinary projects that support student engagement and promote career awareness, exploration, and preparation.

or more grade levels behind in Comprehension: Non-fiction text, 35% in Literature, and 32% Vocabulary. We have no data specifically about writing but the need is reflected in our SBA ELA scores.	
Major Student Learner Need #3: Increase the level of numeracy for all students SW1 As we transitioned back to in-person learning, Waiakea Intermediate has identified the need for students to improve achievement in mathematics to demonstrate grade-level proficiency as indicated by iReady Diagnostic Screener. The Self Study data indicate a primary focus to be centered on Algebraic Thinking. The most recent Diagnostic data, Winter 21-22, shows that 28% of students are 3 or more grade levels behind in Algebra and Algebraic Thinking.	

CNA/RC 1 SW1
Need: Engage ALL stakeholders in the process of developing a positive School Climate (School Quality Survey and Panorama Student Perception Data)
Behavior and Perceptual Data (as identified in CNA)
  a. 62% of students responded favorably in the School Safety dimension in Panorama Student Perception Survey SY 21-22 Among teachers, 74% believe the school is a safe learning environment and conducive to learning as reported in SY 20-21 SQS.
  b. 59% of students responded favorably to the SQS Safety Dimension for SY 21-22, with only 48% of students responding favorably to feeling safe from bullying behavior.	

| **CNA/RC 2** SW1
Need: Prioritize and establish focused professional development opportunities for all teachers and staff in order to provide targeted instructional practices especially differentiation at the Tier 1 level to support student growth and achievement.
STAR Classroom Observation Report Winter 2021
  a. most recent STAR Classroom Observation - 44% of classrooms are giving students an opportunity to process the purpose of the lesson, while 79% of classrooms have students working in differentiated environments.
  b. *What to Learn* showed the lowest scoring Essential Habit on the Protocol, with 52% of classrooms receiving a 3 or 4. | (table below) |

WHAT to LEARN	1	2	3	4
7. Teacher tells students what they will be learning / thinking about during the lesson and why it is important or how it is connected to prior or future learning	6%	19%	33% **75%**	42%
8. Students process the purpose of the lesson with peers: discuss, explain, or clarify the purpose of the lesson; establish/review success criteria; or set personal goals	29%	27%	21% **44%**	23%
9. Students and/or teacher revisit the purpose multiple times throughout the lesson	15%	31%	27% **54%**	27%
READY to LEARN	1	2	3	4
10. Teacher establishes a friendly, welcoming, rigorous environment, with rituals/routines set up to facilitate positive student interaction/behavior	0%	2%	27% **98%**	71%
11. Students collaborate/interact with peers, provide social support for learning, or engage in academic discourse	17%	19%	31% **65%**	33%
12. Students work in a differentiated environment that takes into account their	2%	19%	46% **79%**	33%

CNA/RC 3 SW1
1. **Need**: Implement a data-driven systematic approach to effectively address the achievement of 1 year of annual growth of all students and 1+ growth for students below grade level in reading and math.
   a. Data teams were discontinued and PLCs need to be formalized
   b. ART systems will need to include monitoring of Department PLCs .
   c. Continue to **balance surface learning with deep learning** as reflected in assignments, learning opportunities, and assessments. Incorporate the idea of "productive struggle" in all content areas.

One-Year Academic Plan SY 2022-2023

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

Low SES Students
Our Fr/Red lunch rate hovers between 47 - 56%. The challenges that we face with regard to poverty are stereotypical:
- Low parent participation (low p/t conference turnout, low turnout to school family events)
- Students below proficiency - 59% of low SES students are at High Risk, risk type Universal Screener
- Students more than 2 grade levels behind in reading - 56% are Low SES, and in 58% in math
- Lack of school-home contact (no phones and changing cell#'s, no email)

EL Students
- Currently, EL students make up 6% of our population last year and 0% were on track towards English proficiency
- Out of 53 EL students 49 are at High Risk due to Universal Screener data - 17 EL Students are more than 2 grade levels behind in reading and 37 EL students are more than 2 grade levels behind in Math

Native Hawaiian
- Out of 16 High Risk students for behavior, 14 - 87% are male, and 6 - 37% are Native Hawaiian and 8 - 50% are Multiple Pacific Islander which includes Native Hawaiian, Samoan
- Out of 68 High Risk students for math course marks, 38 - 55% are Native Hawaiian
- Out of 62 High Risk students for english course marks, 25 - 40% are Native Hawaiian
- Out of 288 High Risk students for attendance, 113 - 39% are Native Hawaiian
- Out of 428 High Risk students in Universal Screener Fall, 2021 data, 159 - 37% are Native Hawaiian, the largest single group by ethnicity
- In all metrics of behavior Native Hawaiians has the largest percentage as compared to other Race/Ethnicity groups as well as the largest disparity.
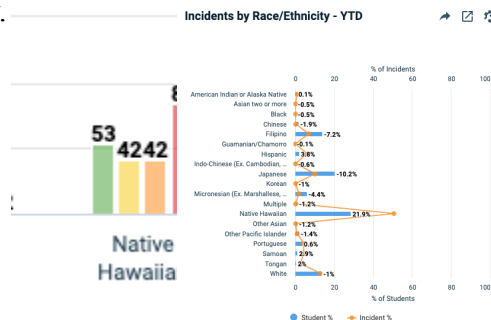
One-Year Academic Plan SY 2022-2023

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead **(Avoid listing groups such as grade level, department, committee)**	**Responsible for implementation of the school's strategies and initiatives**
1. Lisa Souza, Principal	1. **Goal** 1 - Outcome #2, #3, #5 **Goal** 2, **Goal** 3 - Outcome #1, #6, #8
2. Sara Podlewski, Vice Principal	2. **Goal** 1, 2, **Goal** 3 - Outcome #5
3. Patrick Jenkins, Vice Principal	3. **Goal** 1, 2, **Goal** 3 - Outcome #3
4. Jodi Ferreira, Vice Principal	4. **Goal** 1 Elective Department, **Goal** 2, **Goal** 3
5. Math Department Head	5. **Goal** 1 - Math 1, 2, 3
6. ELA Department Head	6. **Goal** 1 - ELA 1, 2, 3
7. Social Studies Department Head	7. **Goal** 1 - Social Studies 1, 2, 3
8. Science Department Head	8. **Goal** 1 - Science 1, 2, 3
9. SpEd Department Head	9. **Goal** 1 - SpEd 1, 3
10. Counseling Department Head	10. **Goal 1** - Counseling 1, 2, 3
11. Elective Department Head	11. **Goal** 1 - Fine Arts, CTE/Tech 1, 2
12. PE/Health Department Head	12. **Goal** 1 - PE/Health 1, 2
13. English Learner Teacher, Colleen Murphy	13. **Goal** 1 - EL 1, 2, 3
14. Randall Kaya, Registrar	14. **Goal** 1 - Fine Arts, CTE/Tech 1, 2
15. Fran French, Schoolwide Coordinator, Title 1	15. **Goal 1** - RTI 1, 2, 3, Outcome #4, **Goal 2** - Outcome #2, #3, **Goal 3** - Outcome #4
16. Lori Sakata, Technology Coordinator	16. **Goal** 3 - Outcome #7
17. Alec Richardson, Student Services Coordinator	17. **Goal** 1 - SpEd 2
18. Sara Nagata, Behavior Resource Teacher	18. **Goal 2** - Outcome #1, **Goal 3** - Outcome #2

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Waiakea Intermediate School VISION AND MISSION

- **WHERE DO WE WANT TO BE?**
- **WHY DO WE EXIST?**

Vision Statement	Mission Statement
MOTTO Believe and Achieve **VISION** Prepare each student with the character and skills necessary to thrive in today's world.	**MISSION** Empower the academic and social excellence of every student by helping them grow as lifelong learners, and as collaborative contributors to our community and the world. We accomplish this by upholding our **Core Values** 1. Promoting a school culture that values learning, life skills and professionalism for all. 2. Offering challenging curricula and real-world learning experiences to prepare students for the demands of a successful post-high school life. 3. Developing student voice and engagement as a part of the academic and civic process. 4. Fostering positive, productive relationships among all members of the school community. 5. Cultivating an inclusive environment of health, safety, respect and responsibility.

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<u>Goal 1:</u> **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:	Rationale:

By the end of SY 2022-2023,
1. Continue to align curriculum, instruction, and assessment to reflect **standards-based education**
   a. Continue to develop grade-level **curriculum** maps and **review** for consistent content and quality
   b. Pursue the adoption and implementation of universal, consistent, and research-based grading/**assessment** practices
   c. Continue to develop team-based PLCs for Powerful Teaching and Learning - **Instruction**
2. Continue to **balance surface learning with deep learning** as reflected in assignments, learning opportunities, and assessments. Incorporate the idea of "productive struggle" in all content areas.
3. Develop and implement a **literacy focus** within WIS Instructional Model, 4Rs
4. Continue to implement **school-wide instructional model** and classroom routines that promote student engagement that produces 1+ years of growth, **Visible Learning.**
5. **Build teacher capacity** to review data from **formative assessments** to identify areas of strength and areas of need across students and classes to make **instructional shifts, adjust and inform next steps** as a result of student formative assessment data.
6. Continue to develop Aloha Aina Pathways to integrate place based learning to engage the students of Hawaii
	Standards-Based Classroom is a term used to describe **the combination of research-based instructional, assessment, and grading strategies that are based on a pre-determined set of knowledge and skills** (standards) that students are expected to master at a certain grade level. In order for students to be successful in a standards based classrooms attention must be given to all aspects of standards-based learning, curriculum, instruction, **and** assessment. A lot of effort has been placed on aligning instruction to how the brain learns and providing high quality curriculum. The next step is to develop an effective assessment program that focuses on using assessment data to accelerate student learning.
	
	Diagnostic data reveals a need to focus on literacy both reading, writing, numeracy, and algebraic thinking to support student growth towards grade level expectations.
	
	To prepare students for careers not just high school students need a balance of surface as well as deep learning to develop critical thinking and problem-solving skills.

One-Year Academic Plan SY 2022-2023

Planning					Funding	Interim Measures of Progress
Desired Outcome **Enabling Activities** *(Indicate quarter(s) of implementation in next column)*	**Quarter Implementing**	**Indicate:** •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*		**Define the relevant data used to regularly assess and monitor progress**
English Department **Annual Goal #1:** All students will show at least one year's *growth* in their *reading* ability as measured by iReady Data. **Desired Outcome:** Improved reading fluency and comprehension. **Enabling Activities:** Increase reading comprehension through *Classroom Libraries*, exposure to fiction and informational text on a regular basis through Amplify ELA curriculum, supplemental materials, modeling of expressive and fluent reading, preview text before reading, critical reading practices; Amplify Close Reading, Read 180/System 44 for below proficient readers. SW6i **Annual Goal#2:** By the year end iReady diagnostic assessment 80% of students will reach their annual typical *growth* goals and 50% will surpass their annual stretch goals as determined by the initial placement assessment each school year. **Desired Outcome:** Students will show make progress towards attaining at or above grade level reading skills. **Enabling Activities:** All teachers will engage in the following • Utilize AmpilfyELA assessments to guide instruction. • Utilize iReady, teacher assigned my path lessons, utilize skill builder activities • Identify students in need of small group instruction, implement small group instruction in the Tier 1 setting. SW6i **Annual Goal #3:** All students will show at least one year's growth in their *writing* ability as measured by teacher-created pre-post writing tasks, PLCs Constructed Response. [CFAs] **Desired Outcome:** Students will improve in their ability 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.	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	**Podlewski**	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A		*iReady Reading universal screener and year-end data* *Department PLC – common formative assessments* *AmplifyELA assessments*

Enabling Activities: Build teacher capacity and consistency within the department on writing. Establish guiding principles for writing instruction, assessment, scaffolds, and build a positive climate for writing. Focus on CER, RACE, strategies, and Thinking Maps.					

Math Department
 	
Annual Goal #1: Students will show growth in *algebraic thinking* as measured by iReady data.
Desired Outcome: Increase the number of students prepared for Algebra 1 freshman year.
Enabling Activities: Collaborate with Department PLCs to design differentiated instruction, share effective instructional strategies, and analyze student work. This will be measured by pre-post Department PLC assessments. [CFAs]
 	
Annual Goal #2: By the year end iReady diagnostic assessment 80% of students will reach their annual typical *growth* goals and 50% will surpass their annual stretch goals as determined by the initial placement assessment each school year.
Enabling Activities: All teachers will engage in the following
    ● Utilize i-Ready Diagnostic Assessments to guide instruction.
    ● Utilize i-Ready curriculum, teacher assigned my path lessons, utilize skill builder activities
    ● Identify students in need of small group instruction, implement small group instruction in the Tier 1 setting SW6i
 	
Annual Goal #3: All students will be able to decode, analyze and *construct viable arguments* to answer grade level real world problems as measured by Department PLC constructed response data. [CFAs]
Desired Outcome: Students will develop critical thinking and problem solving skills.
Enabling Activities: All teachers will utilize SBA ICA and IAB data (formative assessments) in department PLCs and plan for re-teach opportunities.
	Quarter 1
	Quarter 2
	Quarter 3
	Quarter 4
		•CNA Root Cause SW1
		•WASC Critical Area(s)
			Podlewski	X WSF
				X Title I
				☐ Title II
				☐ Title III
				☐ IDEA
				☐ Homeless
				☐ CTE
				☐ Other
				☐ N/A
					iReady Math universal screener and year-end data
					
					Department PLC – common formative assessments
					
					Interim Assessment Data

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Science Department	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause SW1 •WASC Critical Area(s)	Jenkins	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*NGSS Summative Test* *Department PLC – common formative assessments, utilizing CER* *SBA Interim Assessment Data*
Annual Goal #1: Students will gain a **better understanding of NGSS** as measured by the new NGSS state test. SY21-22 will serve as the baseline of proficiency. Our goal will be to see at least 5% annual gains on future NGSS tests. SY21-22 NGSS Proficiency Rate = ___% **Desired Outcome:** Students will develop a coherent and scientifically based view of the world around them. **Enabling Activities:** All students will be able to show growth in the understanding of NGSS as measured by SBA checkpoint/interim formative assessments selected by Department PLCs [CFAs] SW6i **Annual Goal #2**: Students will be given opportunities to **apply scientific concepts to real world** situations. At least 90% of students will show improvements on pre-post Department PLC constructed response.[CFAs] **Desired Outcome:** The new NGSS requires students to observe a phenomenon in order to learn science concepts. We strive to make the observation of phenomena relevant to our students' lives to tap into their prior knowledge and increase engagement. **Enabling Activities:** Engage students in hands-on activities. Use **phenomena to engage and explain scientific concepts in writing** utilizing CER. SW6i *According to the Claim, **Evidence, Reasoning** (CER) model, an explanation consists of: A claim that answers the question. Evidence from students' data. Reasoning that involves a rule or scientific principle that describes why the evidence supports the claim.* **Annual Goal #3:** 100% of students will be given opportunities to design and conduct scientific and engineering practices to solve real-world problems. At least 90% of students will show proficiency as measured by quarterly passing grades. **Desired Outcome:** Students will build confidence in their ability to engage in "inquiry", planning and carrying out investigations that include multiple variables and provide evidence to support explanations and solutions. **Enabling Activities:** All Science teachers will utilize identified grade level science curriculum and resources to give students multiple opportunities to learn independent & dependent variables. Learn how to form hypotheses using variables and evaluate data from various sources to draw conclusions and support explanations and solutions. SW6i					

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Social Studies Department					
Annual Goal #1: Students will improve ***critical reading*** skills to help them better understand historical text, primary sources, and current issues. This will be measured by quarterly passing grades and NewsELA Lexile scores. **Desired Outcome:** A majority of our students are reading below grade level and struggle to comprehend historical nonfiction texts and concepts. We strive to improve our students' nonfiction reading comprehension abilities by more than a year's Lexile point level (70+). **Enabling Activities:** All Social Studies teachers will utilize blended learning with digital text *American History, Hawaiian Monarchy, World History. Exposure to grade level text and vocabulary frequent use of close reading strategies and resources NewsELA, Quia, SBA explore as well as interim test items. SW6i **Annual Goal #2:** Students will improve their skills in academic ***writing*** so they can critically engage with history. This will be measured by pre-post Department PLC constructed response. (CFAs) **Desired Outcome:** Students routinely struggle with expressing their ideas through written form from a simple summary to an analysis of a historical event. We strive to provide a variety of mediums for students to express their understanding of history through writing. **Enabling Activities:** Build teacher capacity and consistency within the department on writing in the content area. Establish guiding principles for writing instruction, assessment, scaffolds, and build a positive climate for writing. Focus on Framing and Evaluating the Task, Brief Writes, Vocabulary and Organizers: Frames, Clusters and Stems. SW6i **Annual Goal #3:** All students will be given the opportunity to practice **literacy** in social studies classes by engaging in well defined literacy events (routines) such as SWRL (Speaking, Writing, Reading, and Listening) **Desired Outcome:** We strive to develop independent learners. Teaching students routines should in time develop into habits of a self-directed learner. **Enabling Activities:** Teachers will be provided training and resources in literacy in the content area. A schoolwide pacing map of literacy instruction reading and writing will provide guidance and focus.SW6iiiIV	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root CauseSW1 •WASC Critical Area(s)	Jenkins	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*Lexile point level gains* *SBA Interim Assessment Data* *Department PLC – common formative assessments, utilizing CER*

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Counseling Department **Annual Goal #1:** Increase educational opportunities for students to grow in the CASEL defined competency areas: Self Awareness, Self Management, Responsible decision making, relationship skills and Social Awareness **Desired Outcome:** Increase in SEL student perception surveys **Enabling Activities:** Minute meeting check to identify needs. Provide quarterly topics to classrooms to support advisory lessons. Individual and group counseling is based on defined needs. SEL resources were procured and housed on the school SEL Website. Provide training for teachers on trauma based practices, Social Emotional Learning, and suicide prevention SW6iii **Annual Goal #2:** Attendance for students with attendance concerns, we will increase the percentage of students that successfully pass their core class **Desired Outcome:** Improve attendance schoolwide **Enabling Activities:** A cohort of students will be selected each quarter based on EWS data to provide counseling lessons and motivational tracking and support. Communicate with parents quarterly through letters to inform and invite to collaborate regarding improving attendance in order to increase academic success. SW6iii **Annual Goal #3:** <u>Special Motivations Program:</u> Utilize Early Warning System to proactively identify and support at-risk students with early warning indicators across math, literacy, behavior, and SEL. **Desired Outcome:** Throughout the year reduce the number of At-risk students. **Enabling Activities:** Students identified as high risk will be provided with a minimum of 3 interventions per semester. SW6iii	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Colbert Jenkins Podlewski	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*Panorama SEL student survey* *Attendance data* *Panorama Student Success data*
Elective Department **Fine Arts/Music & Physical Education/Health, CTE/Tech** M Llantero, Rosam, Kaya, Ferreira **Annual Goal #1:** All elective classes will provide career exploration activities that provide students with opportunities to identify and analyze various career options in terms of what education, training, experience, and competencies are required for success. **Desired Outcome:** Students will be given opportunities to engage in activities that will assist them in making career pathway decisions in high school. **Enabling Activities:** Elective teachers will integrate career exploration in every course. Students will be given time and specific activities allowing them to research careers they might be interested in. Utilize mynextmove in career pathway. SW6iii II Department will select a standard employability skill list that will be utilized schoolwide.	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Ferreira Podlewski Kaya Murphy M Llantero Rosam French Vita	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*Curriculum Maps of Elective Courses* *Department PLC – common formative assessments, vocabulary* *iReady Reading universal screener and year-end data* *Read/Math 180 Fidelity Checks*

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Annual Goal #2: All elective classes will provide opportunities for students to acquire, retain and transfer vocabulary that is key to their content area.

Desired Outcome: Increase student success rate with elective courses.

Enabling Activities: Collaborate with Department PLCs to design differentiated instruction, share effective instructional strategies, and analyze student work. This will be measured by pre-post Department PLC assessments. [CFAs] SW6i

RTI French, Podlewski

Annual Goal #1: By the year end iReady diagnostic assessment 90% of students will reach their annual typical *growth* goals and 70% will surpass their annual stretch goals as determined by the initial placement assessment each school year.

Desired Outcome: Tier 3 students will make meaningful progress towards Tier 2

Enabling Activities: All teachers will provide students the opportunity to engage fully in the 4 Habits of Powerful Teaching and Learning. SW6i

All teachers will provide students frequent opportunities to monitor, self-reflect on progress and set goals

Annual Goal #2: Build teacher capacity in program implementation and fidelity to the model of Read/Math 180

Desired Outcome: Tier 3 students will make meaningful progress towards Tier 2

Enabling Activities: Provide all teachers with multiple opportunities for training and coachingSW6iiiIV

Annual Goal #3: Support students performing below grade level in mathematics and reading by differentiating in materials and instruction to meet student needs.

Desired Outcomes: Tier 3 RTI teachers will implement Read/Math 180 program with fidelity

Enabling Activities: Reading and Math Workshop Teachers will utilize blended learning platform in their classes daily. SW6i
- Read and Math 180: Incorporate rotation between direct instruction and independent work.
- Engage in Fluency building activities weekly
- Utilize problem solving skill-group work and discussion-problem of the week.
- i-Ready Math Program: Students will follow their path and practice their individual skills.

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Student growth as measured by Read/Math 180 assessments

Quarterly Grades / Failures for EL students

WIDA Scores

Number of students who pass and receive credit from the CR Course

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EL Murphy
 	
Annual Goal #1: Provide targeted and effective academic language instruction for ELL students.
 	
Desired Outcome: Increase growth to target scores in all domains on annual WIDA Access test for ELL students.
 	
Enabling Activities: Analyze 2021-2022 SY WIDA Access test data to target academic language instruction in the ELL classes, provide resources and training to teachers of ELL students to strengthen academic language instruction and practice in content and elective classes, implement formative assessments of academic language literacy in the ELL classes to measure progress.
 	
   • ELL Teacher will use WIDA Access test data to make appropriate student groupings into ELL classes, individualize instruction to target student needs in language and literacy development.
   • Purchase curriculum for ELL classes which is aligned to WIDA standards and includes formative assessments.
   • ELL Teacher will make available to teachers resources and strategies for including academic language instruction and practice in content and elective classes.
   • Thinking Maps will provide three days of professional development to teachers that will include strategies for implementing more language instruction and student opportunities to practice language in classes SW6i
 	
CR Vita
Annual Goal #1: Support students by helping to motivate them as they complete their personalized credit recovery programs.
Desired Outcome: Increase the number of students who matriculate to high school on time with their peers.
Enabling Activities:
   • 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 the K12 Stride Credit Recovery program.
   • A full time teacher will ensure access to personalized credit recovery programs, with the goal of demonstrating a 60% mastery of content.
   • A full time teacher will find ways to motivate each student. This may include parent contact, offering incentives, securing additional academic support for various content areas, and/or clear consequences for off-task behavior.					

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SPED **Annual Goal #1:** Build teacher capacity to develop educationally meaningful IEPs that are sufficient to enable students to make progress. **Desired Outcome:** Students will make meaningful progress towards their goals. **Enabling Activities:** All teachers are provided training and coaching in developing meaningful IEPs.SW6iiiIV **Annual Goal #2:** Build teacher capacity with progress monitoring. **Desired Outcome:** Students with an IEP will demonstrate meaningful growth towards their goals and objectives. **Enabling Activities:** Collaborate with Department PLCs to utilize Goalbook platform to implement effective progress monitoring measures. This will be measured by pre-post Department PLC survey. [Teacher Survey] SW6iiiIV **Annual Goal #3:** All students with an IEP will be given the opportunity to practice **literacy** in all classes by engaging in well defined literacy events (routines) such as SWRL (Speaking, Writing, Reading, and Listening) **Desired Outcome:** We strive to develop independent learners. Teaching students routines should in time develop into habits of a self-directed learner. **Enabling Activities:** Teachers will be provided training and resources in literacy in the content area. A schoolwide pacing map of literacy instruction reading and writing will provide guidance and focus for all classroom environments.SW6i	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Richardson Salomon	X WSF X Title I ☐ Title II ☐ Title III X IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*Meaningful growth towards Goals and Objectives*
Desired Outcome #2. Continue to **balance surface learning with deep learning** as reflected in assignments, learning opportunities, and assessments. Incorporate the idea of "productive struggle" in all content areas. **Enabling Activities:** Provide teachers with training around "productive struggle" and connect concepts to SBA Interim Item tests once a quarter. SW6iiiIV Share the concept of "productive struggle" with families, during family events, newsletters, weekly connect. Involve student's voice. SW7	Quarter 1 Quarter 3	•CNA Root Cause •WASC Critical Area(s)	Souza	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*SBA Summative Data in Reading, Math and Science*

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Desired Outcome: #3. Develop and implement a **literacy focus** within WIS Instructional Model, 4Rs. **Enabling Activities:** Develop WIS Toolkit: Strategies for Constructing Meaning along with pacing guide to clarify implementation expectations. SW6i Provide teachers time and training to familiarize themselves with WIS Toolkit: Constructing MeaningSW6iiiIV	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Souza	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*iReady Reading universal screener and year-end data*
Desired Outcome: #4. Continue to implement **school-wide instructional model** and classroom routines that promote student engagement that produces 1+ years of growth, **Visible Learning** **Enabling Activities:** All teachers will participate in Powerful Teaching and Learning Learning Walks and reflective process scheduled once a quarter. SW6ii Identify and give examples of literacy strategies that produce 1+ years of growth in WIS Toolkit: Strategies for Constructing Meaning SW6iiiIV	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	French	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*Classroom Observation Study - 3xs/year*
#5. Build teacher capacity to review data from **formative assessments** to identify areas of strength and areas of need across students and classes to make **instructional shifts, adjust and inform next steps** as a result of student formative assessment data. **Enabling Activities:** Provide training in formative assessment as it relates to Tools for Teachers and using the Interim Connections Playlist.SW6iiiIV All 4 core departments will select an IAB to administer in quarter 1 as a pre and again in December as a post. All teachers will utilize the Connection Playlist generated from the IAB to plan for instruction by identifying gaps in their learning plans for the semester.SW6i	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Souza	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*IAB pre & post results*

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<u>**Goal 2:**</u> **Staff Success**. **Waiakea Intermediate** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome:	Rationale:

Schoolwide, teachers authentically engage in a largely understood professional development process, with appropriate resources, supports, and structures to continually develop effective instructional habits that result in increased student achievement.
 	
By the end of SY 2022-2023,
1. All grade level teams and department data teams are organized into working groups of practice-based professional learning communities (PLCs), where collaborative vertical articulation occurs regularly, instructional goals are selected, high yield instructional strategies are implemented, student work is examined and aligned to target, and adjustments are made based on data.
 	
2. All teachers will receive resources, models, and staff training to support expectations of student behavior and academic growth in a Tier 1 setting
    a. Middle Level Education - focus on relevance, engaging
    b. Cognitive Science - focus on setting and sharing learning targets
    c. MTSS - Differentiation, small group instruction, Tier 2 supports in the Tier 1 setting
    d. Safe & Civil Schools - CHAMPS
 	
3. 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.
    a. literacy in the content area,
    b. assessment literacy,
    c. effective teaming, developing teacher leadership,
    d. refine and implement brain-based lesson planning that aligns with STAR framework, within each grade level involving all core and noncore classes,
    e. trauma informed practices,
    f. differentiated instruction,
    g. instructional strategies that move students beyond one year of learning, Visible Learning
 	
4. Schoolwide, ALL teachers will utilize the BERC Group STAR Learning Protocol and learning walks (quarterly) as part of their Individual Professional Development Plan and incorporate new insight into team and department PLCs.
	Curriculum based assessments are utilized by individual teachers. A system of assessment needs to be developed that includes common formative assessments that are developed around learning targets. Learning targets are the smaller skills and concepts students have to learn to grow towards proficient of grade level standards. When questions are written around these smaller skills and concepts, the information they provide is much more diagnostic than when written around a standard.
	
	Universal Screening data reveals a large percentage of students who are more than 2 grade levels behind in reading and math. Tier 1 systems to support literacy in the classroom is needed to address student needs. Professional development will be critical to establishing a literacy focus.
	
	Increase staff development on applying various teaching strategies to include small group instruction/mini-lessons to meet the needs of all students, especially students who demonstrate below expected grade-level performance.
	
	Continued development and training around WIS Instructional Model - 4Rs will provide consistent high quality instruction that is aligned to how the brain learns.

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Desired Outcome	**Planning**				**Funding**	**Interim Measures of Progress**
	Enabling Activities *(Indicate quarter(s) of implementation in next column)*	**Quarter Implementing**	**Indicate:** •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
1. All grade level teams and department data teams are organized into working groups of practice-based professional learning communities (PLCs).	Collaborative vertical articulation occurs regularly, instructional goals are selected, high yield instructional strategies are implemented, student work is examined and aligned to target, and adjustments are made based on data. SW6iii	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Souza	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Department PLC process documents *Courses in Schoology *Department PLC minutes *Verticle Articulation Documents
2. All teachers will receive resources, models, and staff training to support expectations of student behavior and academic growth in a Tier 1 setting.	Teachers will be provided CHAMPS training and support throughout the year. SW6iiiIV	Quarter 1 Quarter 2 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Nagata	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Discipline Data

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3. 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	Department Heads, Committee Leads, and Administration will work with their groups to provide training during waiver days, sub days, and summer. SW6iiiIV	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	French	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*Teacher sign-in and pre/post surveys*
4. 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.	All teachers will participate in Instructional Leadership Team activities as it aligns with WIS Instructional Models - 4Rs to further the independent practice of Professional Learning Communities that reflect on teacher practice. ● Attending Learning Walks ● Hosting Learning Walks ● Reflecting on Schoolwide Classroom Observation and Data Collection ● Reflection that leads to commitments SW6iiiIV	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	French	☐ WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*STAR Classroom Observation Data 3xs a year*

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

Outcome:	Rationale:

By the end of SY 2022-2023,
 	
1. WIS will utilize **School-wide Leadership and Committee(s)** to further the implementation of the **Academic Plan**
    a. provide teachers with clear guidance around quality resources/staff supports for high-level instruction including the 4 Pillars in WIS Instructional Model, Cognitive Science, AMLE, MTSS, Safe & Civil Schools
 	
2. Improve school **climate**
    a. The school will provide **consistent expectations** for staff management of **student behavior** and **differentiation practices**
    b. Continue to develop **PBIS** systems utilize PBIS Rewards, to manage minor behavior and recognize/reward positive behavior
 	
3. Continue to develop **MTSS** by utilizing an early warning system to proactively identify and support at-risk students
 	
4. Continue to build teacher efficacy through the implementation of **Department Professional Learning Communities (PLCs)**
 	
5. Begin to develop a **balanced assessment system** that includes teacher-created common assessments
 	
6. Increase **parent-school involvement** and parent home involvement in their child's education
 	
7. Continue to update **technology** needs and continue to purchase quality standards-aligned/research-based curricular and instructional curriculum and supplemental resources.
 	
8. Consider and plan for ways to increase the amount of **GLOs** integrated throughout school programs and in the classroom. Also, plan for ways to create concrete steps to put our new **Instructional Model** into action.
	Multiple systems have been put in place to support student achievement as well their growth and development. It will be important to continue this work to strengthen current and proven systems.
	
	<u>**WASC Accreditation Critical Need Area**</u> Create a systematic, schoolwide collaborative approach to analyzing and reviewing data from multiple sources so that instruction can be appropriately tailored to student need
	
	<u>**Self Study Task 4**</u>
	Additional focus on formative assessment will balance the work that has been done around instruction and providing access to high quality current curriculum.
	
	    ● Establishing a department PLC process that dedicates more time for departments to discuss student work samples, constructed responses, iReady data, and planning for horizontal as well as vertical articulation.
	
	Major Student Learner Need #1: Address the needs of students impacted by the pandemic.
	During the Pandemic student learning and emotional development were interrupted. Students returning to campus has not been without challenges as COVID cases continue students are quarantined which results in further disruption. Also, parents are electing to keep students home when case counts in the community rise. The following focus areas are needed to address the wide variety of student needs.
	    ● Re-engaged disconnected students
	    ● Attend to physical, social, and mental health needs
	    ● Measure student progress and use data to advance learning
	    ● Differentiating instruction by taking stock of student's knowledge and skills, giving them choices, connecting the curriculum to their interest, and giving them multiple opportunities to demonstrate their learning

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	Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate quarter(s) of implementation in next column)*	**Quarter Implementing**	**Indicate:** •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
1. WIS will utilize **School-wide Leadership and Committee(s)** to further the implementation of the **Academic Plan** provide teachers with clear guidance around quality resources/staff supports for high-level instruction including the 4 Pillars in WIS Instructional Model, Cognitive Science, AMLE, MTSS, Safe & Civil Schools	Continue to utilize and tweak SWL and Committees to further schoolwide goals and monitor Academic Plan SW2 & 3 Provide staff time to make connections with their own practice to WIS Instructional Model - 4RsSW6ii Fund professional development opportunities that align with the school model.SW6iiiIV	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Souza	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*Academic Plan Monitoring Tool*
2. Improve school **climate** The school will provide **consistent expectations** for staff management of **student behavior** and **differentiation practices** Continue to develop **PBIS** systems utilize PBIS Rewards, to manage minor behavior and recognize/reward positive behavior	Continue to develop WIS PBIS systems through PBIS Rewards program. SW6iiiIII ● First 30 days - create lessons and schedule with behavior team for SY 2022-2023 ● Facilitate the development of a cohesive Anti-Bullying program ● SW Behavior Plan continue to develop and train ● Provide teacher/staff training on Ratios of Positive Interactions.	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Nagata	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	*Discipline Data* *School Climate and Safety, Panorama Student Perception Survey, EES* *SQS*

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3. Continue to develop **MTSS** by utilizing an early warning system to proactively identify and support at-risk students SW1	Build teacher capacity with Panorama Student Success Early Warning Indicators through School Climate Committee. SW6iiiIV Build teacher capacity with using Safe & Civil Schools - Teacher Encyclopedia during team meetings.SW6iiiI	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Jenkins	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Panorama Student Success Data
4. Continue to build teacher efficacy through the implementation of **Department Professional Learning Communities (PLCs)**	Departments will collaborate to create Common Formative Assessments (CFAs) SW6iii Provide PD on Smarter Balanced Assessment Suite including tools for teachersSW6iii Train PLCs in using iReady Data and SBA Content Explore to identify focus areasSW6iiiIV	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Souza	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Department PLC Common Formative Assessment data
5. Begin to develop a **balanced assessment system** that includes teacher-created common assessments	Provide Department time to develop teacher created common formative assessments. Build teacher capacity with formative assessments by providing training throughout the year. SW6iiiIV Implement student-led conferences. SW6i	Quarter 1 Quarter 2 Quarter 3 Quarter 4	•CNA Root Cause •WASC Critical Area(s)	Podlewski French	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Department PLC Common Formative Assessment data

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6. Increase **parent-school involvement** and parent home involvement in their child's education SW7	Continue working with Hawaii Parent Engagement Network to build Engagement Team capacity to align family engagement activities that are linked to learning and development. Continue key communication practices, Parent/Student Square, Weekly Connects. Bring back a coffee hour with Principal Develop literacy nights	Quarter 1 Quarter 2 Quarter 3 Quarter 4		Souza	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SQS
7. Continue to update **technology** needs and continue to purchase quality standards-aligned and research-based curricular and instructional curriculum and supplemental resources.	Continue working with Technology Committee to make decisions regarding purchasing of technology for students and teachers. Continue to build teacher capacity by providing professional development, ISTE conference.SW6iiiIV Continue to provide a Learning Management System, Schoology, that supports a highly developed technology/digital curriculum. SW6i	Quarter 1 Quarter 2 Quarter 3 Quarter 4		Sakata	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SBA Summative Data in Reading, Math, and Science
8. Consider and plan for ways to increase the amount of **GLOs** integrated throughout school programs and in the classroom. Also, plan for ways to create concrete steps to put our new **Instructional Model** into action.	Elective Department will collaborate with their PLCs to select a set list of employable skills that can be linked to the GLOs, that all classes can integrate into the Tier 1 setting along with CHAMPS and our WIS Instructional Model - 4Rs SW6iiiII	Quarter 1 Quarter 2		Colbert	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Panorama SEL Survey Data – Self Management

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RECOMMENDATIONS
(To be completed by Complex Area)

Key Areas	Recommendations for Revision or Questions	Deadline