



One-Year Academic Plan SY 2024-2025

**Iao Intermediate School
Academic Plan
SY 2024-2025**

**260 S. Market Street
Wailuku, HI 96793
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[Iao Website](#)**



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Matt Dillon	
	04/01/24

Approved by Complex Area Superintendent Desiree Sides	
	4/15/2024

VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
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Grade 6	Wit and Wisdom	Carnegie	OpenScienceEd.org	Journey Across Time
Grade 7	Springboard	Carnegie	Opensci.ed.org	History of the Hawaiian Kingdom; Pacific Neighbors (Bess Press)
Grade 8	Springboard	Carnegie	Opensci.ed.org	Early American History
Grade 7 Pre Alg	-	Carnegie	-	-
Grade 8 Algebra	-	Carnegie	-	-
ELL Language Acquisition	FinishLine for ELs, TeamToolkit			

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grade 6	Achieve 3000 ▾	iXL ▾
Grade 7	Achieve 3000 ▾	iXL ▾
Grade 8	Achieve 3000 ▾	iXL ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- [Current Comprehensive Needs Assessment](#) (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: [2019], Next Full Self-Study: 2024-2025
- Other current accreditation self-study

Please identify **critical student learning needs** and the **root/contributing cause(s)** why these needs have been prioritized.

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1 **Student Need: Self Management/Emotion Regulation**-Students need instruction to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, build a growth mindset that supports positive self efficacy, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions and be productive citizens.

Root/Contributing cause(s): Some students may lack motivation, have poor organization skills, have difficulty resisting negative peer influence, have difficulty maintaining positive relationships, lack a growth mindset, have difficulty processing productive criticism, have difficulty expressing needs appropriately, have poor role models outside of school, have difficulty seeing a future and setting goals to get there, have experienced trauma, be dealing with the impacts of poverty, lack family or housing stability. Some teachers may have poor classroom management. Some teachers may lack understanding of and not have strategies to address adolescent students who have not fully developed the frontal cortex and lack impulse control and emotional regulation, impacts of poverty, and impacts of trauma. Students learn better when there is a consistent message and consistent routines.

2 **Student Need: Reading Comprehension**-Current Readingplus diagnostic data indicates 72% of students are below proficiency (one or more grade levels below) in reading. 22-23 ELA SBA data for current students indicates 54% of students are below proficiency. Deficits in the following areas were previously noted by teachers: reading fluency content vocabulary utilization of reading strategies to comprehend text utilization of text evidence to support thinking perseverance when reading larger texts

Root/Contributing cause(s): Students lack decoding skills which impacts fluency and comprehension. Students do not get enough opportunities to practice reading at their individual levels at home and school due to lack of leveled materials. Some students may need



small group or individualized direct instruction with a teacher who understands the fundamentals of reading instruction.

Differentiated computer supplementary reading programs (i.e. Reading Plus) are under utilized to make positive gains. Poor vocabulary acquisition affects fluency and comprehension. Students lack long term focus/ stamina to read extensive text. Students are unable to make connections to what they're reading. Instruction may not be utilizing strategies to build comprehension and keep students engaged with their reading.

3 **Student Need: Writing**-SBA target data in the area of writing and teacher anecdotal evidence indicate students need to improve writing skills. SBA data identifies brief writes for narratives and arguments and conventions as areas of weakness. Teachers identified student deficits in the following areas: correct grammar usage, critical thinking strategies, responding to a prompt with a grammatically correct paragraph that uses text evidence to support a claim, expression of thinking in written format-narrative, expository, and argumentative, self-reflection and monitoring to track personal progress.

Root/Contributing cause(s): Students may not be reading enough to see models of effective writing. Limited vocabulary can restrict their ability to express themselves effectively. Mastery of grammar and punctuation is an ongoing process, struggling with technical aspects of writing. Students lack understanding of parts of speech (e.g adverbs, adjectives, pronouns) and need instruction on sentence structure. Students do not habitually revise/edit work to improve it...kind of a "one and done" culture of assessment. Organizational skills are a struggle. Stream of consciousness in their conversation transfers to a stream of consciousness in their writing. Unable to organize their thoughts; unable to organize coherent sentences/paragraphs. Writing narratives in a coherent way can be challenging. If instruction is done solely by lecturing it will fail - writing instruction needs to be multi-modal and varied to match the various ways students learn. Students are often required to engage in content that is irrelevant to them. Language Barriers(non-native speakers may face challenges due to English as a second language.)

4 **Student Need: Math Literacy**-I-Ready diagnostic data indicates 77% of students are below proficiency in math. SBA Data indicates 74% of students are below proficiency in Math. Math teachers previously identified foundational skill sets that need reinforcement to support student attainment of grade level standards:

- Understanding of base ten systems,
- Fluency with multiplication and division operations
- Understanding order of operations
- Operations with fractions
- Utilizing reading comprehension and critical thinking skills to understand and solve word problems,
- Application of mathematical concepts in real life situations.

Root/Contributing cause(s): Many students lack basic fluency for both single and multi digit addition, subtraction, multiplication, and division. Students lack reading comprehension skills, making it difficult to understand word problems. Students do not know many of the math terms covered in the lessons. Students lack understanding of basic math concepts and did not master previous benchmarks/standards that support readiness for grade level standards. Students may have had negative math experiences and lack a



growth mindset around math. Students may not see the relevance of math concepts in their lives. Students have difficulty “showing” their work and want to just solve the problem in their heads. Students are introduced to a wider range of math concepts, so they may be overwhelmed and can’t process. Students rely on memorizing procedures rather than thinking and talking to strengthen conceptual knowledge. There are not enough “touch points” with teachers in the week due to pd pullout days and the bell schedule which limits repetition and practice. Teachers feel rushed and don’t feel like they can spend more time on developing conceptual understanding.

In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate “Targeted Subgroup” and “Identified Student Need(s)” text as needed.

1	<p><u>Targeted Subgroup:</u> English Language Learners</p> <p><u>Identified Student Need(s):</u> Students need to feel connected, need engaging instruction that has relevancy in their world,</p>
2	<p><u>Targeted Subgroup:</u> Students receiving IDEA/504 services</p> <p><u>Identified Student Need(s):</u> Students need specialized instruction/services to access grade level curriculum and address specified needs.</p>
3	<p><u>Targeted Subgroup:</u> Disadvantaged-Low SES</p> <p><u>Identified Student Need(s):</u> Achievement gap</p>



Priority 1 High-Quality Learning For All

★ **GOAL 1.1** All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes	Root/Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
<p>Reading Proficiency 1.1.2 All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support (systematic reading instruction for foundational skills utilizing Third Quest, SRA Corrective Reading and other resources) to become proficient.</p>	<p>Deficits noted in reading fluency, vocabulary, utilization of reading strategies to comprehend text, utilization of text evidence to support thinking, perseverance when reading larger texts</p>	<p>1.1.2.1 ELA (GenEd and SPED) teachers will meet routinely to strengthen use of common curriculum, vertically align pacing guides, analyze student work, and modify curricular resources and instructional practices as needed to provide successful tier one instruction across the grade levels that includes embedded tier two supports/differentiation for students to strengthen foundational reading and writing skills (SW6), WSF funded core curriculum-\$30,000, Title I Funded-Substitutes for 18 semester pullout days \$3813. 1.1.2.2 Integrate tier two and three reading intervention opportunities for all students in the Advisory block through the effective use of online reading programs that includes training to all homeroom teachers, quarterly review of data to drive school wide reading strategy use, and student recognitions (SW6) Title I Funded: Subscriptions 3502-online intervention reading programs \$50,000 (e.g. IXL, Achieve3000). 1.1.2.3 Provide curriculum, training and resources to support tier two and three reading interventions in the Study Skills/Reading Workshop settings (SW6) Title Funded: Instructional supplies 3006 \$10,000-(Third Quest) 1.1.2.4 Utilize PTTs in grade six to provide tier three level direct instruction to improve reading fluency Title I Funded- PTT \$15,178 (\$42.16 x 12=505.92 per week for 30 weeks), Title 1 Funded-3006-Misc. Instructional supplies-\$1,000. (SW6). Data Coach, Curriculum Coordinator, Homeroom teachers, PTTs, Workshop Teachers.</p>	<p>1.1.2.1, 1.2.2.2, 1.2.2.3 Decreasing % of students testing well below on diagnostic per quarterly review. Number of students proficient on the ELA SBA increased by 3-5% from the previous year. 1.1.2.4 80% of students in pullout increase in ORF per PTT collected data</p>	<p><input checked="" type="checkbox"/> WSF instructional supplies-\$30,000 <input checked="" type="checkbox"/> Title I, Supplies-\$11,000 Online Programs-\$50,000 Substitutes-\$3813 PTT-\$15,633</p>



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<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>Lack of math fluency (multi digit addition, subtraction, multiplication , and division), reading comprehension, and understanding of key math terms, basic math concepts, and previous grade standards.</p>	<p>1.1.3.1 Math teachers (GenEd and SPED) will utilize aligned pacing, uniform math curriculum and effective instructional practices (critical thinking in the math classroom) to provide successful tier one instruction across the grade levels. Title I-Substitutes (40) for quarterly pullout days and district training \$8474, instructional materials and implementation support-\$34,500). 1.1.3.2 Provide curriculum, training and resources to support tier two and three math interventions in the Math Workshop settings (SW6). Title I: 3006-misc. instructional supplies \$1,000, white boards \$5,000. 1.1.3.3 Integrate tier two and three math intervention opportunities to all students in the Advisory block through the effective use of online math programs that includes training to all homeroom teachers and quarterly review of data in PLCs. Data Coach, Curriculum Coordinator, Homeroom/Math teachers</p>	<p>1.1.3.1 Diagnostic and common formative/summative assessment data reviewed with math department quarterly- analysis forms 1.1.3.2 Decreasing % of students testing well below on diagnostic per quarterly review. 1.1.3.3 Number of students proficient on the Math SBA increases by 3-5% from previous year.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ substitutes-\$8474 instructional supplies and implementation support \$40,500</p>
<p>Writing Proficiency 1.1.6 All students write narrative, informational and argumentative brief responses and multi-text passages proficiently by the end of grade eight.</p>	<p>Limited vocabulary, lack understanding of parts of speech, sentence structure, organization of paragraphs and essays, do not habitually revise/edit work to improve it, instruction needs to be multi-modal</p>	<p>1.1.6.1 Utilize a data team process to effectively analyze student writing samples across core departments and interdisciplinary teams to guide integration of differentiated supports across the content to strengthen student writing skills. 1.1.6.2 Develop and use school wide writing rubrics to clarify writing expectations across the content area. 1.1.6.3 Integrate opportunities for schoolwide writing assignments and contests. Data Coach, Curriculum Coordinator, Team Leads, Department Heads</p>	<p>1.1.6.1 Data team documents reviewed in PLCs 2-3xs per quarter. SBA writing targets show increasing proficiency from previous year. 1.1.6.2 Writing rubrics noted in data team process 1.1.6.3-student samples</p>	<p>See funding for Reading Proficiency</p>



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<p>Science Proficiency 1.1.7 All students are proficient in meeting the Science Standards by the end of eighth grade</p>	<p>HSA Science Scores have made minimal increases in the past three years. HSA Data: 18/19 23%. 19/20 No Data 20/21 26%. 21/22 26% 22/23-27% goal was 31% 23/24 goal: 32%</p>	<p>1.1.7.1 Science teachers (GenEd and SPED) will analyze the annual HSA Science target data, determine areas of focus, clarify success criteria for Science and Engineering practices, Disciplinary Core Ideas, and Cross Cutting Concepts that align with the focus and vertically align instruction to engage students in building, deepening, and applying their knowledge of the Next Generation Science Standards (SW6). Title I Funded-Substitutes for 18 semester pullout days \$3813. 1.1.7.2 Science teachers will utilize a common assessment tool in order to vertically align assessment practices to support data collection and evaluation of student achievement of the NGSS. Title I Funded-Subscriptions 3502 online assessment program \$6,000. 1.1.7.3 Science teachers will identify and utilize a viable Science curriculum. WSF Funded:Curricular Resources \$50,000.</p>	<p>1.1.7.1Number of students proficient on the Science HSA increases by 3-5% from previous year.</p>	<p><input checked="" type="checkbox"/> WSF, \$50,000 <input checked="" type="checkbox"/> Title I, \$6,000 Online programs Substitutes-\$3813</p>
<p>Social Studies Proficiency 1.1.8 All students will engage in and strengthen inquiry processes including developing questions, planning, gathering and evaluating sources, creating claims and communicating conclusions.</p>	<p>Students need to see the relevance of course content in their own lives, engage in critical thinking and inquiry practices, and prepare to participate in their community as responsible citizens.</p>	<p>1.1.8.1 Social Studies teachers (GenEd and SPED) will clarify success criteria for self identified priority standards, vertically align instruction, and utilize common assessment results to review and modify curricular resources and instructional practices to build student skills in developing questions, planning, gathering and evaluating sources, creating claims, communicating conclusions and taking informed action (SW6). Title I Funded Substitutes for 18 semester pullout days \$3813. 1.1.8.2 Social Studies teachers will identify and utilize viable Social Studies curricular resources. WSF Funded-Curricular Resources \$50,000.</p>	<p>1.1.8.1 Review of pacing guides, rubrics and common assessment data indicate a scope and sequence leading to successful attainment of inquiry standards</p>	<p><input checked="" type="checkbox"/> WSF, \$50,000 <input checked="" type="checkbox"/> Title I, \$6,000 Substitutes-\$3813</p>



<p>Addressing the needs of all students</p> <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>Students lack a sense of connection to the school due to language barrier. Identified students often lack foundational math, reading, and writing skills.</p>	<p>1.1.4.1 Teachers will be provided time and guidance to review and reflect on student data and modify curricular resources and instructional strategies to support planning of lessons integrating UDL, IEP goals and objectives, WIDA Language Development Standards, language acquisition strategies, and scaffolding strategies to ensure all students have access to grade level curriculum and instruction. (SIOP, GLAD, WIDA LDS). (SW6)</p> <p>1.1.4.2 Utilize WIDA Prime recommended curriculum and instructional supplies in the language acquisition classes. Title I Funded: instructional supplies \$6,500, Title III-Online programs cost tbd)</p> <p>1.1.4.3 Provide training as needed to ensure Special Education teachers have the skills needed to 1) instruct students in developing foundational reading and math literacy skills and 2) can develop effective assignments that meet accommodations and modifications as specified in student IEPs.</p> <p>1.1.4.4 Review inclusion practices and provide support to strengthen inclusion and co-teaching instruction as needed.</p> <p>1.1.4.5 Review credit recovery practices and ensure students are provided opportunities including virtual programs to complete coursework as needed to ensure timely promotion to high school. WSF Funded: Subscriptions 3502- Edgenuity online program \$35,000.</p> <p>1.1.4.6 Provide homework assistance for targeted students before and after school, and during recess, lunch, and advisory (Funding: Uplinks) (SW6). Curriculum Coordinator, Data Coach, EL Coordinator, SPED Department Head, Student Services Coordinator, Counselors, Virtual Academy teachers, Uplinks Coordinator</p>	<p>1.1.4.1. 1.1.4.2, Annual Access data will show increasing overall scores for 80% of students identified as English Language Learners. 1.1.4.1, 1.1.4.3, 1.1.4.4 Students receiving IDEA services will demonstrate increasing proficiency on diagnostics and/or ELA and Math SBAs. 1.1.4.5, 1.1.4.6 decreasing numbers of failures.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ Online programs \$35,000 <input checked="" type="checkbox"/> Title I, \$ Instructional supplies \$6,500 <input checked="" type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Uplinks, \$
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<p>Successful transitions 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>Difficulty with: movement between classrooms with multiple teachers with different expectations, increased expectations to be self directed learners, did not acquire foundational skills in previous grades</p>	<p>1.1.5.1 Provide grade six transition and enrichment as part of the summer school program (Funding-Uplinks). 1.1.5.2 Utilize the grade six Study Skills class, Advisory activities and team activities to support entering grade six students in developing a sense of belonging to Lao School. 1.1.5.3 Utilize Study Skills classes, Reading and Math Workshops, and Advisory blocks to address lagging skills students may have in reading, writing, and math. 1.1.5.4 Enhance transition support between feeder schools and the high school (e.g. articulation meetings, IEP transition protocols, student surveys). Summer School Coordinator, Homeroom Teachers, Study Skills teachers, Workshop Teachers, Math teachers, Data Coach, IDEA Care Coordinators,</p>	<p>1.1.5.1, 1.1.5.3 Minimize the trend of Math and ELA SBA proficiency decreasing for students as they move from grade 5 to grade 6. 1.1.5.2 Panorama SEL Survey data will show increasing positive rates in the sense of belonging from the previous year. 1.1.5.4</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Uplinks tbd</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
<p>Improved Attendance 1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Students don't feel comfortable on campus due to lack of connection, poor relationship skills or difficulty due to lagging skill sets. Some parents are unable to support</p>	<p>1.2.1.1 Provide all students opportunities to access cohesive and consistent SEL instruction, build positive relationships via team activities and intramural sports, and strengthen connection to the school and community through service activities and place based instructional activities (Title 1-SEL Online Curriculum-\$3,700, instructional supplies \$1000. (SW6).) 1.2.1.2 Train and support mentoring teachers and peer leaders in use of 1) an evidence based program (Sources of Strength) designed to strengthen student resilience and self-advocacy to</p>	<p>1.2.1.1 Increase in attendance and positive responses for sense of belonging on Panorama SEL Survey for targeted students.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ online SEL program \$3,700, Instructional supplies \$3,000 Contracted services \$21,000, Subs-\$848</p>



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	consistent attendance.	address bullying, substance abuse and self-harming behaviors and 2) trauma informed restorative practices such as nonviolent communication, community circles, re-entry circle, restorative circles, and peer mediation (SW5.) (Title I funded: 4 Sub days for training \$848, Teran James Young Foundation-contracted services \$21,000, instructional supplies for Sources of Strength student meetings (\$2,000) (SW5) Homeroom teachers, counselors, Team Leads, SAC, Administration	1.2.1.2 Track program attendance	
<p>Positive Behaviors</p> <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	Unmet needs, need attention, hunger, avoid doing work, don't understand the "norms" due to lack of home expectations, anxiety, triggered by something, lack of sleep, peer drama.	<p>1.2.2.1 Provide professional development and coaching to support teachers in implementing effective elements of teaming. Title I Berckemeyer Consulting Group-contracted services \$33,000</p> <p>1.2.2.2 Utilize data to design and implement consistent consequences and tiered interventions (BIC, counseling services, behavior RTI) to support identified students to learn and practice positive behaviors needed to meet behavior expectations (tier 2 and 3 behavior RTI) (SW6).</p> <p>1.2.2.3 Utilize PBIS rewards online program and motivational activities to recognize exemplary student behaviors (WSF funded) PBIS Rewards online program-\$6,000, instructional supplies-\$10,000).</p>	<p>1.2.2.1-Monitor Advisory schedule/calendar topics for morning announcements</p> <p>1.2.2.2-Monitor referral data, Panorama survey-safety components</p> <p>1.2.2.3 PBIS committee track student incentives</p>	<p><input checked="" type="checkbox"/> WSF, online reward program \$6,000, instructional supplies \$10,000</p> <p><input checked="" type="checkbox"/> Title I, contracted services \$33,000</p>
<p>Nā Hopena A'ō</p> <p>1.2.3. All students experience a Nā Hopena A'ō environment for learning.</p> <p><i>Required for all schools.</i></p>	A large number of students identify as Native Hawaiian, part Hawaiian or Pacific Islander.	<p>1.2.3.1 Provide professional development activities to strengthen staff understanding of the Nā Hopena A'ō framework and development of project based learning units that integrate components of the framework.</p> <p>1.2.3.2 Continue to develop a cohesive advisory calendar of activities/lessons aligned to school designated monthly values (Nā Hopena A'ō framework).</p> <p>1.2.3.3 Continue to support development and implementation of instructional activities that strengthen sense of place and support the Nā Hopena A'ō Framework . Title I Funded Contracted Services-Kukuipuka \$1,000, bus transportation \$12,000 (Grade 6-2 field trips to community sites, grade 7- 2 field trips: Waihee</p>	-Review Advisory calendar	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$ Contracted services \$1,000, Bus transportation \$12,000 Substitutes \$8474</p>



	Ridge/Kukuipuka and Haleakala, grade 8-1 field trip to community site, subs for 40 days \$8474,		
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
<p>Career, Community and Civic Opportunity</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>		<p>1.3.1.1 Continue to strengthen the elective courses to allow for student choice, career development and engaging, interest based learning (WSF-funded instructional supplies and equipment tbd)</p> <p>1.3.1.2 Broaden student leadership opportunities to increase awareness of and build the skills needed to meet civic responsibilities. Local School Account funded: Leadership conference \$6,000, Title I funded: Bus transportation \$2,000</p>	<p>Student Surveys, Lesson/activity reflections</p>	<p><input checked="" type="checkbox"/> WSF, \$TBD</p> <p><input checked="" type="checkbox"/> Title 1 Transportation \$2,000</p> <p><input checked="" type="checkbox"/> Local School Account Leadership conference \$6,000</p>
<p>K-12 CTE Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level</p>	<p>Alignment to state strategic plan, support students in developing long range goals</p>	<p>1.3.2.1. Build student awareness of post-secondary education and the workforce by designing and implementing a coherent CTE pathway from grade six to grade eight that includes career exploration, goal setting, development of “soft skills”, development of digital portfolios, and enhancing transitions to high school and the University of Hawaii Maui Campus.</p> <p>1.3.2.2 Increase communication with Baldwin High School to support grade eight transition to grade nine career academies (e.g. High School CTE coordinator presents information to grade six study skills, grade 7 health classrooms and shares online</p>	<p>Track completion of action items in school CTE plan, Student survey</p> <p>Meeting minutes</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, Bus transportation \$2,000</p>



coursework aligned to career pathways.		presentations for grade 8 advisory students, grade eighth visit to high school, articulation time built into Wednesday Meeting Schedule, etc.) . Title I -Bus transportation \$2,000 CTE Committee, elective teachers		
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ Goal 2.1 All students are taught by effective teachers.
- ★ Goal 2.2 All schools are staffed by effective support staff.
- ★ Goal 2.3 All schools are led by effective school administrators.

Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Effective Instruction 2.1.1 All teachers apply effective instructional practices to engage students in relevant learning tasks aligned to state standards.	Panorama Survey: Classroom Engagement: made gains from 20-23 but dropped in 24 and continues to be one of the lowest rated categories 19/20 47%, 20/21 48%, 21/22 50% 22/23 52% 23/24 goal: 56%	2.1.1.1 Teachers engage in STAR protocol walk-throughs (virtual and live) and reflective goal setting aligned to the four habits of powerful teaching and learning to refine instructional practices (Ready to Learn, What to Learn, Talk to Learn, Model to Learn). 2.1.1.2 What to Learn Emphasis-Provide time each quarter (PLCs, 21 hour days) for all teachers to identify priority standards, clarify success criteria, and utilize common assessments as part of a data team process. 2.1.1.3 Teachers engage students in relevant learning through the development and integration of project based instruction and/or service learning (SW6). Title I Funded: supplies \$5,000 2.1.1.3 Ensure all teachers and students have access to online programs, equipment, supplies and other resources needed to		<input checked="" type="checkbox"/> WSF Computers/equipment \$75,000, Subs TBD <input checked="" type="checkbox"/> Title I, instructional supplies \$5,000 Online programs \$23,000



		<p>provide relevant and engaging, hands-on instruction that supports all students in achieving grade level standards and developing the skills needed to thrive in the 21st century. WSF Funded: Curricular materials, Instructional Supplies, Equipment and Technology (WSF funded per-Dpt. Plans), Computers and equipment \$75,000 (SW6). Title I funded: Online programs- \$23,000,</p>		
<p>Effective Professional Development 2.1.2 Utilize teacher feedback to guide professional development aligned to school initiatives and individual teachers need to refine instructional practices and support student academic growth. (SW6).</p>	<p>If teacher choice and differentiated training opportunities are provided to teachers along with time for implementation planning, reflection on practice and coaching support as needed, then instructional practices will be refined and student needs will be more adequately addressed.</p>	<p>2.1.2.1 Utilize surveys, department head feedback, walkthrough data, and CNA identified needs to guide development of a menu of differentiated professional development topics and recruit school staff, district personnel and contracted service providers to plan, calendar (PLCs,waiver days, 21 hours) and present a series of differentiated professional development activities that address both individual teacher needs and school wide initiatives: Integrating the Four Habits, PBL, Development of modified work to support identified students, effective teaming, Nā Hopena A'o, etc.). 2.1.2.2 Recruit school staff, district personnel or contracted service providers and utilize PLCs, 21 hours, and waiver days to provide 1:1 coaching as needed to guide teachers in embedding and strengthening PD outcomes in day to day instructional practices.</p>	<p>2.1.2.1-PD plan and calendar, PD evaluation survey data indicates 75% or higher satisfaction rate 2.1.2.2 Increased usage of instructional practices aligned to four habits observed by administration in walkthroughs</p>	<p><input type="checkbox"/> WSF tbd funding for working lunch</p>



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.1 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
<p>School Community Council 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>Gathering feedback from all stakeholders will ensure multiple perspectives are considered and community resources are utilized to strengthen the schools ability to meet its vision and mission.</p>	<p>3.3.1.1 The school will recruit stakeholder representatives annually to sit on the SCC, meet monthly, and publish the meeting calendar, agenda and minutes on the school webpage.</p> <p>3.3.1.2 The SCC council will solicit parent/community attendance to a minimum of two general SCC meetings per year to ensure all stakeholders have an opportunity to review school data and the academic/financial plan and can provide input for revision as necessary as part of the school improvement process (Title 1 light refreshments \$500, Supplies-\$200 (SW2, SW4)).</p>	<p>Minutes of the SCC monthly meetings reviewed by school leadership</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I 18935 Light refreshments \$500, supplies \$200</p>

★ Goal 3.2 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.



Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
<p>Parent and Community Partnerships 3.3.2 The school will build connections with families and community members to strengthen academic support in both the home setting and real world situations.</p>	<p>Welcoming families and engaging them as partners in the learning process will increase the chance that students will be academically supported in the home.</p>	<p>3.3.2.1 Utilize school planners, newsletters, online school website, social media, flyers/information packets sent home to provide families and community members information needed to be active participants in the learning process (SW4, SW7). Title I funded 3401-Other Misc. Supplies-Planners/Folders \$11,000 (18902).</p> <p>3.3.2.2 Solicit parent/community attendance and support (e.g chaperone events, field trips) at venues (SW7) designed to 1) build school to family connection, 2)share information that supports student success in meeting academic and behavioral standards, 3) engage parents as partners, and 4)showcase student products, performances, and reflection on learning aligned to standards. Title I Funded 18935: paper goods/supplies-\$1248, refreshments-\$1,500,</p>	<p>Monitor attendance at venues, Event evaluations show 75% of participants with positive reflection.</p>	<p><input checked="" type="checkbox"/> WSF, <input checked="" type="checkbox"/> Title I 18902 instructional supplies \$11,000 18935 instructional supplies/paper goods \$1248, Light refreshments \$1500</p>



★ Goal 3.3 Other Systems of Support

Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
<p>School Improvement Process 3.3.3 School teams implement established data analysis processes for examining multiple data sources (including student and school data) to make action oriented operational decisions for continuous school improvement and student academic growth</p>	<p>Creation of an annual plan and routine monitoring of the impact of the plan on student learning leads to effective allocation of resources and adjustments in school initiatives to strengthen instructional practices and optimize student academic growth.</p>	<p>3.3.3.1-All stakeholders maintain an ongoing process that analyzes data and includes feedback from all stakeholders (SW2) for school improvement and academic plan development (SW1), guide allocation of funds and use of resources, and reflect on and analyze the effectiveness of enabling activities in strengthening school culture and promoting academic growth of all students (SW3). 3.3.3.2 Conduct quarterly academic plan/school initiative reviews with leadership team.</p>	<p>3.3.3.1-Review CNA, Academic Plans, ART memos, meeting agendas, minutes and sign in sheets, powerpoint presentations 3.3.3.2-Meeting agenda, minutes, sign in sheets, ART memos</p>	<p>WSF, \$ Title I, Substitutes 16 days \$3,390</p>

APPENDIX: SCHOOL BELL SCHEDULE



One-Year Academic Plan SY 2024-2025

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Iao Intermediate School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

[1087 Instructional hours per year](#)

Did your school submit a SCC Waiver Request Form? Please explain.

Requested for four waiver days

Bell Schedule:

BELL SCHEDULE WORKSHEET-- Iao Middle School																													
Monday						Tuesday						Wednesday						Thursday						Friday					
Teacher Start Time 7:45 AM						Teacher Start Time 7:45 AM						Teacher Start Time 7:45 AM						Teacher Start Time 7:45 AM						Teacher Start Time 7:45 AM					
Student Start Time 7:45 AM						Student Start Time 7:45 AM						Student Start Time 7:45 AM						Student Start Time 7:45 AM						Student Start Time 7:45 AM					
Start	End	Min	Type	Desc.		Start	End	Min	Type	Desc.		Start	End	Min	Type	Desc.		Start	End	Min	Type	Desc.		Start	End	Min	Type	Desc.	
7:45 AM	7:48 AM	3	Passing	Other		7:45 AM	7:48 AM	3	Passing	Other		7:45 AM	7:48 AM	3	Passing	Other		7:45 AM	7:48 AM	3	Passing	Other		7:45 AM	7:48 AM	3	Passing	Other	
7:48 AM	7:55 AM	7	Homeroom	Other		7:48 AM	7:55 AM	7	Homeroom	Other		7:48 AM	8:10 AM	22	Homeroom	Other		7:48 AM	7:55 AM	7	Homeroom	Other		7:48 AM	7:55 AM	7	Homeroom	Other	
7:55 AM	8:00 AM	5	Passing	Other		7:55 AM	8:00 AM	5	Passing	Other		8:10 AM	8:15 AM	5	Passing	Other		7:55 AM	8:00 AM	5	Passing	Other		7:55 AM	8:00 AM	5	Passing	Other	
8:00 AM	9:00 AM	60	PLC	P1 (Other)		8:00 AM	9:00 AM	60	Instruct	P5		8:15 AM	9:15 AM	60	Instruct	P2		8:00 AM	9:00 AM	60	Instruct	P5		8:00 AM	9:00 AM	60	Instruct	P2	
9:00 AM	9:15 AM	15	Recess	Other		9:00 AM	9:15 AM	15	Recess	Other		9:15 AM	9:30 AM	15	Recess	Other		9:00 AM	9:15 AM	15	Recess	Other		9:00 AM	9:15 AM	15	Recess	Other	
9:15 AM	9:20 AM	5	Passing	Other		9:15 AM	9:20 AM	5	Passing	Other		9:30 AM	9:35 AM	5	Passing	Other		9:15 AM	9:20 AM	5	Passing	Other		9:15 AM	9:20 AM	5	Passing	Other	
9:20 AM	10:20 AM	60	Instruct	P2		9:20 AM	10:20 AM	60	Instruct	P6		9:35 AM	10:35 AM	60	Instruct	P3		9:20 AM	10:20 AM	60	Instruct	P6		9:20 AM	10:20 AM	60	Instruct	P3	
10:20 AM	10:25 AM	5	Passing	Other		10:20 AM	10:25 AM	5	Passing	Other		10:35 AM	10:40 AM	5	Passing	Other		10:20 AM	10:25 AM	5	Passing	Other		10:20 AM	10:25 AM	5	Passing	Other	
10:25 AM	11:25 AM	60	Instruct	P3		10:25 AM	11:25 AM	60	Instruct	P7		10:40 AM	11:20 AM	40	Lunch			10:25 AM	11:25 AM	60	Instruct	P7		10:25 AM	11:25 AM	60	Instruct	P4	
11:25 AM	11:30 AM	5	Passing	Other		11:25 AM	11:30 AM	5	Passing	Other		11:20 AM	11:25 AM	5	Passing	Other		11:25 AM	11:30 AM	5	Passing	Other		11:25 AM	11:30 AM	5	Passing	Other	
11:30 AM	12:10 PM	40	Lunch			11:30 AM	12:10 PM	40	Lunch			11:25 AM	12:05 PM	40	Advisor	Instruct		11:30 AM	12:10 PM	40	Lunch			11:30 AM	12:10 PM	40	Lunch		
12:10 PM	12:15 PM	5	Passing	Other		12:10 PM	12:15 PM	5	Passing	Other		12:05 PM	12:10 PM	5	Passing	Other		12:10 PM	12:15 PM	5	Passing	Other		12:10 PM	12:15 PM	5	Passing	Other	
12:15 PM	12:55 PM	40	Advisor	Instruct		12:15 PM	12:55 PM	40	Advisor	Instruct		12:10 PM	1:10 PM	60	Instruct	P4		12:15 PM	12:55 PM	40	Advisor	Instruct		12:15 PM	12:55 PM	40	Advisor	Instruct	
12:55 PM	1:00 PM	5	Passing	Other		12:55 PM	1:00 PM	5	Passing	Other		1:10 PM	1:15 PM	5	Passing	Other		12:55 PM	1:00 PM	5	Passing	Other		12:55 PM	1:00 PM	5	Passing	Other	
1:00 PM	2:00 PM	60	Instruct	P4		1:00 PM	2:00 PM	60	PLC	P1 (Other)		1:15 PM	2:00 PM	45	TPrep	Cmn Prep		1:00 PM	2:00 PM	60	PLC	P1 (Other)		1:00 PM	2:00 PM	60	Instruct	P5	
2:00 PM	2:45 PM	45	TPrep	Cmn Prep		2:00 PM	2:45 PM	45	TPrep	Cmn Prep		2:00 PM	2:45 PM	45	Meetin	Other		2:00 PM	2:45 PM	45	TPrep	Cmn Prep		2:00 PM	2:45 PM	45	TPrep	Cmn Prep	
Student End Time	2:00 PM					Student End Time	2:00 PM					Student End Time	1:10 PM					Student End Time	2:00 PM					Student End Time	2:00 PM				
Teacher End Time	2:45 PM					Teacher End Time	2:45 PM					Teacher End Time	2:45 PM					Teacher End Time	2:45 PM					Teacher End Time	2:45 PM				



One-Year Academic Plan SY 2024-2025

SUMMARY	T, W, Th	M, F			<i>Instructions on how to assess your school's bell schedule:</i>	School	Complies?
Total Teacher Workday	7 hours	7 hours			● Type in Start and End times for each block of time. Minutes automatically calculated. Use the drop down menu to describe the time block.		
Teacher Prep	Floating	float/Cmn			● Student Instructional Minutes (Bell to Bell) = no less than 1,800 per week	1825	yes
Teacher Start Time	7:45 am	7:45 am			● Teacher Instructional time = no more than 1,285 minutes per week for Secondary Levels. (Need waiver if >1,285 min)	1100	yes
Teacher End Time	2:45 pm	2:45 pm			● Teacher Duty-free lunch = 150 minutes per week	200	yes
Student Start Time	7:45 am	7:45 am			● Teacher Prep time = no less than 225 minutes per week. (Need waiver if <225 minutes)	225	yes
Student End Time	2:00 pm	2:00 pm			● Teacher "Other" time = no more than 440 minutes per week includes meetings (faculty, departmental, grade level, curriculum), opening/closing	555	yes







