


# Highlands Intermediate School


## Academic Plan

### SY 2025-2026

1460 Hoolaulea Street  
Pearl City, HI 96782  
(808) 307-5000  
highlands.k12.hi.us

- ☒ Non-Title 1 School    ☐ Title 1 School    ☐ Kaiapuni School (Self Contained)    ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Lance Tanouye	
	February 27, 2025

Approved by Complex Area Superintendent [Insert printed name]	
	4/15/25

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

## VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
7th Grade	'21 StudySync ELA ▾	Desmos Math 6-8 ▾ (green green) Illustrative Math		
8th Grade	'21 StudySync ELA ▾	Desmos Math 6-8 ▾ (green green) Illustrative Math Algebra-Kendall Hunt (green green)		
	Select One ▾	Select One ▾		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
7th Grade		Get More Math	Various online resources	Various online resources
8th Grade		Get More Math	Various online resources	Various online resources

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

**How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.**

☒ Panorama      ☒ School-created template      ☐ Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
7th and 8th Grade	STAR Enterprise ▾	STAR Enterprise ▾
7th and 8th Grade	I-Ready ▾ Special Education only	I-Ready ▾ Special Education only
	Select One ▾	Select One ▾

## 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 for those needs and gaps, as identified in one or more of the following:

- ☐ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2027

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

2030

Please identify **critical student learning needs** and the **root/contributing cause** 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?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<b><u>Student Need:</u></b> WASC Report - WASC Accreditation - 6 year status with report and visit <b><u>Root/Contributing Cause:</u></b> <a href="#">Attached WASC Report</a>
2	<b><u>Student Need:</u></b> [Insert text] <b><u>Root/Contributing Cause:</u></b> [Insert text and/or image]
3	<b><u>Student Need:</u></b> [Insert text] <b><u>Root/Contributing Cause:</u></b> [Insert text and/or image]

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

<b>1</b>	<b><u>Targeted Subgroup:</u></b> Special Education <b><u>Identified Student Need(s):</u></b> Various IEP Needs, Tiered instruction
<b>2</b>	<b><u>Targeted Subgroup:</u></b> English Language Learners <b><u>Identified Student Need(s):</u></b> Various, Newcomers, fully mainstreamed
<b>3</b>	<b><u>Targeted Subgroup:</u></b> [Insert text] <b><u>Identified Student Need(s):</u></b> [Insert text and/or image]



## 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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<b>Mathematics Proficiency</b> 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.  <i>Required for PWCA Inter Academic Plan</i>	Starting with the universal screener supports our students in identifying their needs.	What is the school's universal screener process, including Tier 1, 2, and 3 instructional processes and intervention support (Academic MTSS Process) for math?  Math 1.1.3 efforts are included in 1.1.4 below	Math Prof in 8th Grade (SBA/ Univ. Screener)	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input checked="" type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<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>Identifying students' level of support in all areas.</p> <p>Tiered instruction can occur with the identified needs</p>	<p>What is the school's universal screener process, including Tier 1, 2, and 3 instructional processes and intervention support (Academic MTSS Process)?</p> <ul style="list-style-type: none"> <li>• Renaissance Star Assessment</li> <li>• Increase student achievement in the three tested content areas and in our Special Education, EL, and Disadvantaged subgroups through the DDIC process (Data Teams)</li> <li>• Increase emphasis on Social Emotional Learning and Tier 1-3 Interventions under HMTSS <ul style="list-style-type: none"> <li>○ 1 - Core instruction - All Teachers</li> <li>○ 2- Team Safety Net Protocols</li> <li>○ 3 - SMC / LC</li> </ul> </li> <li>• Implement K-12 focus on intermediate pre-academies</li> <li>• Implement PBL across the content areas</li> </ul> <p>CLSD</p> <p>How is CLSD work to be sustained?</p> <ul style="list-style-type: none"> <li>• Staffing changes to allow for an ELA coach</li> <li>• Continuing work with Tremain Nelson <ul style="list-style-type: none"> <li>○ Continued work in the DDIC Process</li> </ul> </li> </ul>	<p><u>Key Checkpoints</u></p> <p>ELA Prof in 8th Grade (SBA/ Univ. Screener)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input checked="" type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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<p>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>Students need to feel comfortable in all aspects. Social, emotional, and academic preparedness will help students be successful when moving campuses.</p>	<p>What does your school do to support transitions from upper elementary programs to 7th grade, 7th to 8th and again to the high school (9th grade)?</p> <p>Middle level</p> <ul style="list-style-type: none"> <li>• Review best practices in the middle school philosophy</li> <li>• Initiate middle level overview with a focus on "This we believe"</li> <li>• Inservice new staff members on the middle level profile</li> </ul> <p>Transition to 7th grade</p> <ul style="list-style-type: none"> <li>• Monitor progress on the implementation of NCAC's National Standards of Practice 1-10 for middle school</li> <li>• Coordinate 6th to 7th grade orientation</li> <li>• Coordinate 5th, and 6th grade parent / community "Colts Expo"</li> <li>• 7th graders first day with no 8th grade students</li> <li>• Parent Orientation Night</li> <li>• Refine the 7th grade and 8th grade academy courses in alignment with PCHS</li> <li>• Coordinate transition meetings between levels (Elem to Inter, Inter to Inter) about current practices, ongoing needs, and alignment Continuum of experiences Graduate Profile SEL Academy registration</li> </ul> <p>Transition to 8th grade</p> <ul style="list-style-type: none"> <li>• Academies 7th to 8th grade class visits</li> <li>• School wide student led activities</li> </ul> <p>Transition to 9th grade</p>	<p>% of students engaging in transition activities</p> <p>%promoted to each grade]</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input checked="" type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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		<ul style="list-style-type: none"> <li>• Coordinate 8th grade to 9th grade orientation with PCHS (Field trip)</li> <li>• Parent orientation with the HS</li> <li>• 9th grade presentations on HIS campus</li> <li>• Academy Alignment and Academy choices</li> <li>• Coordinate transition meetings between levels (Inter to HS) about current practices, ongoing needs, and alignment Continuum of experiences Graduate Profile SEL Academy registration</li> <li>• Personal Transition Plans for students (4 year plan/10 year plan)</li> </ul>		
<p>Implement evidence-based instructional practices in <b>project</b>-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.</p> <p><i>Required for PWCA Inter Academic Plan</i></p>	<p>Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.</p>	<p>Ursula Kawaguchi (SRS)</p> <p>Coordinate and facilitate professional development for PBL:</p> <ul style="list-style-type: none"> <li>• Introductory to PBL for new staff (e.g. PBL 101)</li> <li>• Teacher networking throughout the complex area.</li> <li>• Individualized school support based on needs</li> </ul> <p>Design &amp; provide resources to support implementation:</p> <ul style="list-style-type: none"> <li>• PBL Playground</li> <li>• PWCA Curriculum &amp; Support Website</li> </ul>	<p>PD feedback</p> <p>PWCA Teacher Implementation Survey Results</p>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input checked="" type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$         </p> <p><b>TOTAL = \$</b></p>

<p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>OPTIONAL: list any other school initiatives.</p> <p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$         </p>
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Student attendance has dropped since covid and now it is imperative to push students to attend and achieve</p>	<p>How does your school build a sense of belonging, community?</p> <p>School will use data as feedback to refine student engagement:</p> <ul style="list-style-type: none"> <li>• Behavior Domain and Academic Domain</li> <li>• SEL Domain and Trauma Informed Practices</li> <li>• Analyzing Panorama SEL / Teacher Well-Being Survey</li> </ul> <p>Sense of belonging, community:</p> <ul style="list-style-type: none"> <li>• Student Activities</li> <li>• Student Clubs</li> <li>• Leadership classes</li> <li>• Academy courses</li> </ul>	<p>KPI % attending 90%+ days of instruction</p>	<p> <input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input checked="" type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$  <input checked="" type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$         </p>

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Student positive behavior is linked to student success in the classroom.</p>	<p>What is your PBIS, MTSS- B process?</p> <ul style="list-style-type: none"> <li>• Panorama SEL Survey</li> <li>• Team Safety Net Protocols</li> <li>• Weekly team meetings to identify students who are showing signs of behavioral intervention support</li> <li>• Counselor check-in with the team</li> <li>• Year 1 roll out to students in Leader In Me (7 Habits)</li> </ul>	<p>KPI- % of parents agreeing school supports positive behaviors</p>	<p> <input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input checked="" type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$         </p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Students need to participate in a positive environment to do well. Having students core values connect with their learning is imperative to their success.</p>	<p>How is your school reinforcing student belonging through the lens of the HA framework? (Can be similar or repeat 1.2.1, may include other initiatives)</p> <p>School will use data as feedback to refine student engagement:</p> <ul style="list-style-type: none"> <li>• Behavior Domain and Academic Domain</li> <li>• SEL Domain and Trauma Informed Practices</li> <li>• Analyzing Panorama SEL / Teacher Well-Being Survey</li> </ul> <p>Sense of belonging, community:</p> <ul style="list-style-type: none"> <li>• Student Activities</li> <li>• Student Clubs</li> <li>• Leadership classes</li> <li>• Academy courses</li> </ul>	<p>Panorama Survey KPI</p>	<p> <input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input checked="" type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$         </p>

<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>OPTIONAL: list any other school initiatives.</p> <p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<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>Moving to academies this supports our students in a variety of ways</p>	<p>How is your school building community and civic responsibility through CCE and PBL? (Career and community participation)- ex Ambassador program</p> <ul style="list-style-type: none"> <li>• PBL twice a year</li> <li>• Ambassador program</li> <li>• Continuum of experiences</li> <li>• Externships</li> <li>• Field trips</li> </ul> <p>Begin to think about how to develop interdisciplinary PBL</p> <ul style="list-style-type: none"> <li>• Be able to reference academy pathways</li> </ul> <p>PWCA PBL/ CCE Initiative</p>	<p>PBL 2x/Yr for each student</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>

<b>K-12 Alignment</b> 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Students have the ability to explore a variety of pathways. Students are grounded in foundational skills	How is your school addressing the Explore component for PWCA CCE and PBL Initiatives?  <b>PWCA PBL/ CCE Initiative</b> <ul style="list-style-type: none"> <li>• Pre-Academy Model</li> <li>• 7th grade electives / pathway courses</li> <li>• 8th grade pathway course selections</li> <li>• Global Electives</li> </ul>	PBL 2x/Yr for each student  1 career connection/PBL	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
[Insert school specific desired outcome]  <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	OPTIONAL: list any other school initiatives.  [Include specific enabling activities or strategic actions being taken to achieve your desired outcome];  [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



## Priority 2

### High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>2.1.2 All <b>teachers</b> are effective or receive the necessary support to become effective.</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>New standards and curriculum. Always being on top of our educational skills</p>	<p>What type of professional development opportunities are available to your teachers and support staff?</p> <ul style="list-style-type: none"> <li>• EES</li> <li>• 21 hours</li> <li>• School PD</li> <li>• Induction and Mentoring</li> <li>• Special Education</li> <li>• Academies</li> <li>• Curriculum</li> <li>• Teaming</li> </ul> <p>EEES/ 21 Hours School PD</p>	<p>KPI #/% of first and second year teachers participating in state I&amp;M programs</p> <p># of pd opportunities for support staff</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

2.2.2 All schools' <b>support staff</b> are effective or receive the necessary support to become effective.		<p>What type of professional development opportunities are available to your support staff?</p> <ul style="list-style-type: none"> <li>• PAS</li> <li>• School PD</li> <li>• Training from complex / state level lead</li> </ul>	# of pd opportunities for support staff	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



## Priority 3

### Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.  <i>Required for all schools.</i>	Always pushing to get more community involvement. We want our students to be great community members and leaders of tomorrow.	What is the school process to recruit and maintain a SCC? <ul style="list-style-type: none"> <li>• School has a PTSA</li> <li>• Parents are suggested to join</li> <li>• Some of those parents would like a bigger role in the school and work with the SCC</li> <li>• Student leaders join our meetings and give valuable feedback to school leaders</li> <li>• As we grow into the academy model, having community partners engage more with the scc and school</li> </ul>	Minutes and evaluations	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>[Insert school specific desired outcome]</p> <p>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>OPTIONAL: list any other school initiatives.</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p> <input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input checked="" type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$         </p>

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>[Insert school specific desired outcome]</p> <p>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>OPTIONAL: list any other school initiatives.</p> <p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

## APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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 Highlands Intermediates 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)

1,080 + hours

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

One additional waiver day.  
Complex area is bringing us together for a complex day and we need another day to push out professional development for our teachers

**Bell Schedule on the following pages:**

**Bell Schedule:**

Highlands Intermediate School  
Weekly Schedule 2024-25  
Regular Schedule

Time		Monday		Tuesday		Wednesday		Thursday		Friday	
8:00 - 8:55		Period 1		Period 6		Period 5 8:00 - 8:59		Period 3		Period 2	
8:59 - 9:54		Period 2		Period 1		Period 6 9:03 - 10:00		Period 4		Period 3	
9:54 - 10:09		Recess		Recess		Recess 10:00 - 10:15		Recess		Recess	
10:13 - 11:08		Period 3		Period 2		Period 1 10:19 - 11:16		Period 5		Period 4	
Grade 7	Grade 8					Lunch 11:16 - 11:46	Period 7 11:20 - 11:50	Lunch	Period 7	Lunch	Period 7
Lunch 11:08 - 11:38	Period 7 11:12 - 11:42										
Period 7 11:42 - 12:12	Lunch 11:42 - 12:12	Period 7	Lunch	Period 7	Lunch	Period 7 11:50 - 12:20	Lunch 11:50 - 12:20	Period 7	Lunch	Period 7	Lunch
12:16 - 1:11		Period 4		Period 3		Period 2 12:24 - 1:21		Period 6		Period 5	
1:15 - 2:10		Period 5		Period 4				Period 1		Period 6	

Highlands Intermediate School  
Weekly Schedule 2024-25  
A Schedule (Monday Holiday)

Monday	Tuesday		Wednesday		Thursday		Friday		Time	
Holiday No School	Period 1 8:00 - 9:10		Period 5 8:00 - 8:59		Period 3		Period 2		8:00 - 8:55	
	Recess 9:10 - 9:25		Period 6 9:03 - 10:00		Period 4		Period 3		8:59 - 9:54	
	Period 2 9:29 - 10:39		Recess 10:00 - 10:15		Recess		Recess		9:54 - 10:09	
	Lunch 10:39 - 11:09	Period 7 10:43 - 11:12	Period 1 10:19 - 11:16		Period 5		Period 4		10:13 - 11:08	
			Lunch 11:16 - 11:46	Period 7 11:20 - 11:50	Lunch	Period 7	Lunch	Period 7	Grade 7	Grade 8
	Period 7 11:13 - 11:42	Lunch 11:12 - 11:42							Lunch 11:08 - 11:38	Lunch 11:42 - 12:12
	Period 3 11:46 - 12:56		Period 7 11:50 - 12:20	Lunch 11:50 - 12:20	Period 7	Lunch	Period 7	Lunch	12:16 - 1:11	
	Period 4 1:00 - 2:10		Period 2 12:24 - 1:21		Period 6		Period 5		1:15 - 2:10	
Period 1					Period 6					

Highlands Intermediate School  
Weekly Schedule 2024-25  
B Schedule (Friday Holiday)

Time		Monday		Tuesday		Wednesday		Thursday		Friday
8:00 - 8:55		Period 1		Period 6		Period 5 8:00 - 8:59		Period 3 8:00 - 9:10		Holiday No School
8:59 - 9:54		Period 2 9:29 - 10:39		Period 1		Period 6 9:03 - 10:00		Recess 9:10 - 9:25		
9:54 - 10:09		Recess		Recess		Recess 10:00 - 10:15		Period 4 9:29 - 10:39		
10:13 - 11:08		Period 3		Period 2		Period 1 10:19 - 11:16		Lunch 10:39 - 11:09	Period 7 10:43 - 11:12	
Grade 7	Grade 8	Lunch	Period 7	Lunch	Period 7	Lunch 11:16 - 11:46	Period 7 11:20 - 11:50	Period 7 11:13 - 11:42	Lunch 11:12 - 11:42	
Lunch 11:08 - 11:38	Period 7 11:12 - 11:42									
Period 7 11:42 - 12:12	Lunch 11:42 - 12:12	Period 7	Lunch	Period 7	Lunch	Period 7 11:50 - 12:20	Lunch 11:50 - 12:20	Period 5 11:46 - 12:56		
12:16 - 1:11		Period 4		Period 3		Period 2 12:24 - 1:21		Period 6 1:00 - 2:10		
1:15 - 2:10		Period 5		Period 4						

**Highlands Intermediate School  
Schoolwide Priorities & Academic Plan Enabling Activities/Initiatives  
For SY 2025-26**

<b><u>HIS Priorities (SY 2023-24)</u></b> Student Achievement / Student Support / Career Connected Learning
<b><u>HIS Vision</u></b> All Highlands Intermediate School graduates will be responsible and productive citizens that can adapt to a constantly changing world

	<b><u>HIS Mission</u></b> All Highlands staff will . . .		
<b>DOE Priority 1 High-Quality Learning For All</b>	<b>provide rigorous instruction and relevant learning opportunities</b>	<b>develop self-awareness through college and career exploration</b>	<b>promote a sense of community and personal growth</b>
<b>Academic Plan  Enabling Activities</b>	Data Driven Instructional Cycles ( <b>DDIC</b> ) • Core Departments		
	StudySync (ELA) Illustrative Math (Math)		
	Middle School Essentials (Middle Level Profile) • Sound core instruction	Middle School Essentials (Middle Level Profile) • Career exploration	Middle School Essentials (Middle Level Profile) • Teaming/Collaboration
	National Career Academy Coalition (NCAC) National Standards of Practice ( <b>NSOPs</b> )	NSOPs	NSOPs

	Hawaii Multi-Tiered System of Support ( <b>HMTSS</b> ) <ul style="list-style-type: none"> <li>• Safety Net Protocol</li> <li>• Progress Updates</li> </ul>	HMTSS	HMTSS
	Project Based Learning ( <b>PBL</b> )	PBL	PBL
	RenStar iReady	Study Skills/Seminar	Social-Emotional Learning <ul style="list-style-type: none"> <li>• Panorama SEL</li> <li>• SEL Lessons</li> </ul>
	Personal Transition Plans ( <b>PTP</b> )	Personal Transition Plans (PTP)	Personal Transition Plans (PTP)
	WASC-Accreditation Action Hui	WASC-Accreditation Action Hui	WASC-Accreditation Action Hui

<b>WASC Accreditation Critical Areas for Follow-up</b>	<b>Action Hui / Teacher Group</b>
1. Highlands Intermediate needs to develop relevant and rigorous instruction, interventions, and remediation based on a system of examining student assessment data in order to increase student achievement in the core areas, EL, SpEd and disadvantaged groups.	<b>Core Departments (DDIC)</b>
2. Highlands Intermediate needs to ensure that all students have safe, positive, and effective learning environments that have consistent classroom expectations with educators that have been provided a support system and tools.	<b>Teacher Capacity Action Hui</b> <b>Inclusivity Action Hui</b>
3. Highlands Intermediate School will continue to monitor and refine its Multi-tiered System of Support to ensure that the school identifies students' academic, behavioral, and social/emotional needs, implements appropriate interventions, and monitors progress.	<b>Safety Net Action Hui</b> <b>Behavior/SEL Action Hui</b>

4. Highlands Intermediate teachers need more training in basic reading instruction and English language acquisition for all struggling readers (especially ELL and SpEd students).	<b>SpEd Dept</b> <b>ELL Program Leads</b>
5. The site leadership and staff need to collaborate to develop and implement ways and means to assess the impact and effectiveness of various school-wide initiatives and educational strategies on student learning and achievement. As a part of this process, it will be important to include strategies to assess student progress towards accomplishment of General Learner Outcomes.	<b>HIS Leadership Team</b>
6. Site leadership and department chairs need to collaborate to examine and address the need for schoolwide uniformity of grading standards in the evaluation of student work in order to effectively measure student learning and achievement.	<b>Schoolwide Grading</b> <b>Action Hui</b>
7. The leadership team and staff need to develop and implement strategies to reach and involve a greater breadth of parents in support of their child's learning.	<b>Parent &amp; Community</b> <b>Action Hui</b>

## Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The Highlands Intermediate School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)



A School Community Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: 12/10/2024



A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Meeting: 1/15/2025



Other (list) Examples: School Leadership Team, Curriculum Committee  
School Safety Committee, School CSSS Cadre

Leadership Meetings

Safety Meetings

HMTSS Meetings

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Date 1/15/2025.

Attested:

Lance Tanouye

Typed name of school principal

Signature

1/28/2025

Date

Angelo Laskowsky

Typed name of SCC chairperson

Signature

1/28/2025

Date

**SCC Recommendations to the Academic Plan and Financial Plan:**

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
approved	approved	

**SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.**

all good!