



Ilima Intermediate School

Academic Plan

SY 2026-2027

91-884 Fort Weaver Road, Ewa Beach 96706

808-687-9300

www.ilmaintermediate.k12.hi.us

"Globally Competitive & Locally Committed"



"Our Work, Our Why, Our Values, Our School"

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Mr. Shayne Greenland

Feb 20, 2026

Approved by Complex Area Superintendent Mr. Jon Henry Lee

Feb 20, 2026

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

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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	English Language Arts	Mathematics	Science	Social Studies
7th Grade	'25 MyPerspectives ▾	Ready ▾	Teacher Created	Teacher Created
8th Grade	'25 MyPerspectives ▾	Ready ▾	Amplify	Teacher Created

Please list all **supplementary instructional materials** used to 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		enVision Math (Pre-Alg)	Amplify	Hawaii - The Pacific State
8th Grade		enVision Math (Alg I)	Amplify	History Alive - Teacher Curriculum Institute

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 Grade	I-Ready ▾	I-Ready ▾
8th Grade	I-Ready ▾	I-Ready ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA: [SY2025-2026 Ilima CNA](#)
- ☒ Other current assessment/self-study report: [Ilima WASC Full Self-Study Report 2020](#)
- ☒ Current Western Association of Schools and Colleges (WASC) report [Mid-Cycle Report 2023](#)

Year of Last Visit: 2023

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: 2026

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

2026

- ☒ Other: [The Successful Middle School Assessment Report \(9/2023\)](#)

- ☒ [Essential Elements: ML School Profile](#)

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

Student Need: Academics

Increase student conceptual understanding of concepts and skills to achieve individual student potential growth from one year to the next in Language Arts (ELA), Math, and Science

English Language Arts - SBA Proficiency Scores				
	All Students	Sped	ELL	Disadvantaged
SY 2024 - 2025	55.80%	3.70%	17.00%	45.30%
SY 2023 - 2024	48.20%	15.30%	25.50%	41.20%

English Language Arts - IReady Diagnostic At/Above Grade Level				
	All Students	Sped	ELL	Disadvantaged
SY 2024 - 2025	48.00%	5.00%	10.00%	38.00%
SY 2023 - 2024	43.97%	8.00%	14.00%	33.00%

Science - HSA Proficiency Scores				
	All Students	Sped	ELL	Disadvantaged
SY 2024 - 2025	43.90%	3.10%	5.80%	34.40%
SY 2023 - 2024	45.50%	8.00%	11.50%	38.60%

Math - SBA Proficiency Scores				
	All Students	Sped	ELL	Disadvantaged
SY 2024 - 2025	35.10%	1.80%	4.80%	27.80%
SY 2023 - 2024	27.20%	0.00%	15.60%	22.40%

Math - IReady Diagnostic At/Above Grade Level				
	All Students	Sped	ELL	Disadvantaged
SY 2024 - 2025	42.00%	4.00%	18.00%	33.00%
SY 2023 - 2024	32.43%	2.00%	7.00%	27.00%

Root/Contributing Cause:

- 1a) Through the process of Data Driven Instructional Cycles, insufficient implementation of reteach and reteaching strategy instruction due to pacing of standards and time.
- 1b) Content lessons lack hands on engagement and real life situations, resulting in students unable to correlate standardized lessons to workforce/real life scenarios to bring purpose and intrigue
- 1c) Varying levels of rigor, instruction, and grading practices from one classroom to the next

2

Student Need: Social Emotional Learning (SEL)

Strengthen and solidify Ilima's SEL plan of action to promote "Sense of Belonging", positive behaviors, school pride, and increase student perception of safety

Panorama - Sense of Belonging (Fall)		
	Favorable Response	Non-Favorable Response
SY2025 - 2026	58%	42%
SY2024 - 2025	54%	46%

Panorama - Social Awareness (Fall)		
	Favorable Response	Non-Favorable Response
SY2025 - 2026	60%	40%
SY2024 - 2025	58%	42%

Panorama - Teacher/Student Relationship (EES)		
	Favorable Response	Non-Favorable Response
SY2024 - 2025	64%	36%
SY2023 - 2024	59%	41%

Suspensions		
	SY2024 - 2025	SY2023 - 2024
Total #	34	63

Root/Contributing Cause:

- 2a) Variation of teacher implementation in the classroom (Depth of lessons and degree of real life correlation)

- 2b)** Lesson Fidelity (lack of follow through by teachers, and follow up by leadership)
2c) Implementation of New Advisory Portfolio - refine early stages of portfolio to meet the needs of our students.

3

Student Need: Attendance (Chronic Absenteeism)

Strengthen, solidify, and bring clarity to Ilima's plan of action to all stakeholders in order to decrease high risk and chronic absenteeism.

Attendance Rate					Chronic/High Absenteeism		
	All Students	Sped	ELL	Disadvantaged		Chronic	High
SY 2025 - 2026 November 25'	93.91%	91.99%	92.77%	92.34%	SY 2025 - 2026 November 25'	3.49%	21.74%
SY 2024 - 2025	92.14%	86.87%	91.08%	90.49%	SY 2024 - 2025	30.88%	1.22%
SY 2023 - 2024	90.43%	86.18%	88.98%	87.80%	SY 2023 - 2024	34.23%	0.57%

Root/Contributing Cause:

3a) Plan of action for each level of attendance interventions and processes need to be clarified and revisited repeatedly throughout school year with all stakeholders (Incentive program for At-risk)

3b) Teachers need to increase their attempts to build relationships with parents and guardians through positive communications, not just negative communication. (increase attempts through phone calls)

3cj.) Build engagement, student interest, and workforce correlation to Core and Elective Curriculum

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.

1 **Targeted Subgroup:** Special Education

Math Iready Screener: SY 2024 - 2025				Reading Iready Screener: SY 2024 - 2025			
	At/Above Grade Tier 1	One Grade Below Tier 2	2 or More Below Tier 3		At/Above Grade Tier 1	One Grade Below Tier 2	2 or More Below Tier 3
Pre-Screener	0.00%	12.00%	88.00%	Pre-Screener	7.00%	4.00%	89.00%
Post Screener	3.00%	14.00%	83.00%	Post Screener	5.00%	6.00%	88.00%

Identified Student Need(s):

Increase levels of attainment and growth in ELA, Math, and Science

- Individualized learning needs and growth in their present levels of education performance
- Needs to be active readers vs. passive readers (reading strategies - need to practice using them independently)
- Lack of focus on learning new skills or concepts due to focus being solving for facts
- Advocate for their own learning

2 **Targeted Subgroup:** English Language Learners

Access Composite Proficiency (WIDA)						Growth to Target - % of Population	
	PL 1	PL 2	PL 3	PL 4	PL 5	SY 2024 - 2025	41%
SY 2024 - 2025	1.59%	7.94%	39.68%	47.27%	9.52%	SY 2023 - 2024	23%
SY 2023 - 2024	2.99%	20.90%	40.30%	32.84%	2.99%	SY 2022 - 2023	7%
SY 2022 - 2023	3.64%	21.82%	45.45%	27.27%	1.82%		

Identified Student Need(s):

Increase the amount of students reaching Growth to Target.

- Difficulty with speaking and writing (poor grammar, challenge to communicate thoughts and reasoning)
- Reading comprehension skills are lacking, (Reading strategies like Critical Reads need to be implemented)
- Advocate for their own learning

Targeted Subgroup: MTSS (Tier II & III)

Math Iready Screener: SY 2024 - 2025				Reading Iready Screener: SY 2024 - 2025			
	At/Above Grade Tier 1	One Grade Below Tier 2	2 or More Below Tier 3		At/Above Grade Tier 1	One Grade Below Tier 2	2 or More Below Tier 3
Pre-Screener	26.00%	34.00%	40.00%	Pre-Screener	33.00%	21.00%	37.00%
Post Screener	42.00%	25.00%	33.00%	Post Screener	46.00%	17	36.00%

Math SBA Assessment: SY 2024 - 2025				Language Arts SBA Assessment: SY 2024 - 2025			
	Level 3 & 4	Level 2	Level 1		Level 3 & 4	Level 2	Level 1
	35.10%	29.10%	35.60%		57.70%	26.20%	17.90%

Identified Student Need(s):

Increase the amount of students reaching At/Above grade level in Reading and Math.

- Language Arts
 - Limited relevant background knowledge required by grade level literary and informational text
 - Application of research based comprehension strategies are limited (SUTW, Critical Read)
 - Limited bank of grade level appropriate vocabulary (Cross Curriculum)
 - Limited knowledge of appropriate text structure
 - Struggle organizing, elaborating, and citing supporting evidence from credible resources
- Math
 - Difficulty with skills and concepts related to quantitative reasoning and representation
 - Difficulty in transitioning to abstract and symbolic math (Lack of conceptual understanding that drive algorithms)
 - Lack of fluency with math vocabulary terms



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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1a, 1b, & 1c	Ilima Intermediate School believes that the early adolescent years are a critical period filled with immense potential and opportunity. We are committed to engaging students in learning experiences that are rigorous, exploratory, integrative, and inclusive. Ilima fosters this through: 1.1.2 (1) Culture and Community EE2: Organization designed around Teaming/Advisory EE5: Courageous/Collaborative Educational Leaders - Continue to implement Best Practices (Note Taking, Critical Read, Time Management) into advisory and content classes in order to supply students with strategies needed to build on their reading fluency and comprehension. - Continue to articulate with Feeder Elementary Schools once per semester to align standards, communicate strengths and weaknesses, transitional Information, and share strategies. (More if needed) - Continue to articulate with James Campbell High School once per semester to align standards, communicate specific skills and concepts to be	DDIC Data Documents - Proficient / Reteach Document Application of Strategies in student work - Note Taking - Critical Read marking IReady Instruction Lessons - Pass/Fail Rate 75% of students Pass/Fail rate will be > 80% by end of SY IReady Diagnostic	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		reinforced, transitional information, and share strategies. (More if needed) <u>1.1.2 (2) Curriculum, Instruction, and Assessment</u> EE3: Curriculum, Instruction, & Assessments • A researched educational curriculum with the needs of our students at the forefront (Savvas: My Perspectives) • IReady pathway reading lessons are assigned during classroom and home time to support all levels of reading • Through Data Driven Instructional Cycles (DDIC) in each content area, assessment data will be analyzed and used to structure/create reteach lessons for those students who were not proficient. • Instructional Data (Common Formatives - DDIC, Iready Diagnostics and Instruction Lessons, Standard Summatives) will be used to create targeted groups. • Instruction will be differentiated to the varying learning styles and levels of reading proficiency, but keeping the rigor and/or integrity of the curriculum through modifying lessons and Task (Project/Place based, Presentations, Etc). • Connect standards and content to workforce related careers and skills to make reading purposeful for students <u>1.1.2 (3) Leadership and Organization</u> EE1: Knowledgeable faculty and staff EE7: Professional Learning • Continue to support and provide professional Development for Project/Place Based Learning to engage students in building their skills to read fluently and comprehend what they are reading • Plan Multi Tiered Levels of Support trainings to provide an increased depth of understanding	• 7% decrease in Tier 3 Population by end of SY • 5% decrease in Tier 2, 5% Increase in Tier 1 population by end of SY SBA Reading ☐ 5% growth from previous yr ☐ Meet/Exceeded State proficiency target of 51.82%	
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		regarding of leveled instruction, data usage, and strategies for implementation ● Provide opportunities for teachers English Language Learner training opportunities to provide a deeper understanding of the 5 components of language and the strategies that will best support our students and development of a newly adopted curriculum ● Curriculum Coaches/Specialist to model effective strategies in the classroom to build capacity in all classrooms. These enabling activities support the development of the whole child, including enhancing reading proficiency, while ensuring timely and targeted interventions for students who need additional support.		
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Mathematics Proficiency 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.	1a, 1b, & 1c	Ilima Intermediate School believes that the years of early adolescence are pivotal and abound with individual potential and opportunity. We believe students should be engaged in learning that is challenging, exploratory, integrative, and diverse. Ilima supports this through: <u>1.1.3 (1) Culture and Community</u> EE2: Organization designed around Teaming/Advisory EE5: Courageous/Collaborative Educational Leaders - Continue with implementation of Best Practices (Note taking, Critical Read, Time Management) into advisory and classes in order to build Math vocabulary competency, strategy to cipher through word problems, and note taking reinforcement. - Under the Pohaku Kumu math Grant, continue to provide after school math tutoring for all students. Teachers continue supporting students during non-instructional math time such as recess. - Continue to articulate with Feeder Elementary Schools once per semester to align standards, communicate strengths and weaknesses, transitional Information, and share strategies. (More if needed) - Continue to articulate with James Campbell High School once per semester to align standards, communicate specific skills and concepts to be reinforced, Transitional information, and share strategies. (More if needed) <u>1.1.3 (2) Curriculum, Instruction, and Assessment</u> EE3: Curriculum, Instruction, & Assessments - a researched educational curriculum with the needs of our students at the forefront. (Ready Math)	DDIC Data Documents - Proficient / Reteach Document Application of Strategies in student work - Cornell notes - Critical Read marking IXL Program - Lesson Smart Goal Score - 80% proficiency by students IReady Instruction Lessons - Pass/Fail Rate 75% of students Pass/Fail rate will be > 80% by end of SY IReady Diagnostic 7% decrease in Tier 3 Population by end of SY	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: DODEA, \$ ☐ Other: __, \$
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		• Instruction will be differentiated to the varying learning styles and levels of reading proficiency (Word Problems) • Connect standards and content to workforce related careers and skills to make math competency purposeful for students • Ilima Intermediate School believes in strengthening math achievement by enhancing in-class instruction through the integration of Project Based Learning (Pohaku Kumu Grant) • The IReady, along with other supplemental programs and resources such as IXL, will also be used to build skills. (Pohaku Kumu Grant) • The use of Instructional data will be used to target specific fundamental/prerequisite standards that are misunderstood or missed. • Through Data Driven Instructional Cycles (DDIC), assessment data will be analyzed and used to structure/create reteach lessons for those students who were not proficient. <u>1.1.3 (3) Leadership and Organization</u> EE1: Knowledgeable faculty and staff EE7: Professional Learning • Continue to provide Teachers with Project Based Learning Supports and Professional Development to build upon their existing knowledge and confidence levels. In lieu of this, teachers will build lessons that engage our students in the understanding and application of math concepts	• 5% decrease in Tier 2, 5% Increase in Tier 1 population by end of SY SBA Math • 5% growth from previous yr • Meet/Exceed State Proficiency target of 30.61%	
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		• Continue to reiterate the importance and logistical reasoning of Multi Tiered Levels of Support (MTSS) to provide an understanding of the tiered leveling and criteria, data usage, and strategies for implementation. Available training will be provided for implementation of MTSS for teachers that need this specific support. • Curriculum Coaches/Specialist to model effective strategies in the classroom to build capacity in all classrooms. These enabling activities support the development of the whole child, including strengthening math proficiency, while providing timely and targeted support for students in need.		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1a, 1b, & 1c	Ilima Intermediate School believes that all students have the capacity to learn, grow and develop into knowledgeable, reflective, caring, ethical, and contributing citizens. We believe that our students deserve the very best research based programs and practices a school can offer. Ilima supports this through: <u>1.1.4 (1) Culture and Community</u> EE2: Organization designed around Teaming/Advisory EE5: Courageous/Collaborative Educational Leaders EE6: Network of Academic & Personal Student Support - Continue to articulate with feeder schools to develop vertically aligned standards and academic practices to create a smooth transition for students - Continue to articulate with feeder schools to gather pertinent information and data for proper placement into enrichment classes - Continue to articulate with feeder schools to gather pertinent information and data to prepare for incoming struggling learners. (How they learn and how to support - EL, IDEA, etc.) - Formulate partnerships with community to bring real life skills into classrooms from the professionals within the fields of study to engage learning <u>1.1.4 (2) Curriculum, Instruction, and Assessment</u> EE3: Curriculum, Instruction, & Assessments EE2: Organization designed around Teaming/Advisory - Savvas: My Perspectives (Language Arts) - Ready Math - enVision Math (Pre-Alg & Alg) - Next Generation Science Standards Instruction	- Curriculum Maps and Assessments - Feeder School Articulation Notes - Coaches Minutes - Teacher/Teacher Minutes - High School Articulation Notes - Coaches Minutes - Depart. to Dept. minutes - Grade 7 and 8 Beginning of year Datasets + Team Minutes - Usage of adopted programs - 100% will use programs and show growth	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		● iReady Universal Screener Diagnostic and Intervention ● Flashlight Instruction and Diagnostic (EL Curriculum) ● strengthening achievement by enhancing in-class instruction through the integration of Project Based Learning ● Strengthen research and Language arts skills through successful implementation of National History Day into Social Studies Curriculum. ● Through Data Driven Cycles and the data gathered, instructional lessons are tailored to support subgroups through small group settings ● Targeted and open tutoring during after school hours with emphasis on homework and fundamental skill support ● Digital Portfolios at intermediate level aligning to the components and expectations of JCHS workforce development, bringing to the forefront academic, career and employability awareness <u>1.1.4 (3) Leadership and Organization</u> EE1: Knowledgeable faculty and staff EE7: Professional Learning ● Continue to provide Teachers with Professional Development/ training opportunities in Project Based/Place Based learning to provide a deeper understanding of the strategies that will best support our students. ○ Provide the tools, materials, and supports necessary for teachers/students for successful implementation of PBL project and/or CTE curriculum ● Provide necessary support, such as funding and academic materials, to National History Day participants and instructors for projects and competition. (Travel, Transportation, Supplies)	- Participation rate to increase by 10% from previous year - Student Surveys - 95% will respond positively to wheel and electives - Panorama (EES) Survey - 5% increase in Classroom Engagement and Pedagogical effectiveness (Electives)	
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		Curriculum, instructional strategies, and concept support in Math and Language Arts for SpEd teachers to better support and teach this subgroup These enabling activities support the development of the whole child, irrespective of background and circumstances, and provide timely support for those who need it.		
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	1b, 2a, & 2c	Ilima Intermediate School believes in supporting student academic growth and social emotional learning is crucial in the transition from adolescence and into high school. Through incorporating middle school concepts and varied organizational arrangements, we ensure that all students transition successfully at each critical point. Ilima supports this through: <u>1.1.5 (1) Culture and Community</u> EE1: Knowledgeable faculty and staff EE5: Courageous/Collaborative Educational Leaders EE6: Network of Academic & Personal Student Support • <u>With Elementary:</u> Informational parent nights for Elementary School parents bringing awareness of campus, school procedures, activities, and staff • <u>With Elementary:</u> Family Night invitation to parents and students of incoming 6th graders to bring awareness to curriculum and staff in each content area. • <u>With Elementary:</u> Host extracurricular events on Ilima Campus to expose parents and students to the campus. • <u>With Elementary:</u> Summer programs or bridge courses to ensure that incoming students are prepared academically, socially, and emotionally. • <u>With JCHS:</u> Promote Family orientation nights hosted by Campbell through all social media outlets to parents • <u>With JCHS:</u> Schedule Campbell students to speak to Ilima students about campus life and academics from personal levels. • <u>Both:</u> Designed school visits to bring awareness of campus, school procedures, activities, and staff	- Positive Survey Responses by parents and students. • informational meetings • After hours - curricular activities - Attendance in comparison to previous year • information al meetings • After hours - curricular activities - Panorama (EES) Class Climate • 5% increase from previous year. - Articulation Minutes with each feeder school - Positive Student SEL Survey responses - Reflection and discussion in advisories documented in team minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• <u>Both</u>: Articulation to communicate the necessary standards, skills, and mindset needed for students to transition successfully. <u>1.1.5 (2) Curriculum, Instruction, and Assessment</u> EE3: Curriculum, Instruction, & Assessments EE6: Network of Academic & Personal Student Support • Grade 7 transition class to support successful instructional strategies, emotional intelligence, and coping strategies for managing change • Digital Portfolio at grade 7 to help transition students with successful instructional strategies, emotional intelligence, and coping strategies for managing change • Digital Portfolio at grade 8 aligning to the components and expectations of JCHS workforce development, bringing to the forefront academic, career and employability awareness for upcoming academies and graduation • Provide opportunities to enhance student engagement through the implementation of student-led conferences and Project/Placed Based Learning. <u>1.1.5 (3) Leadership and Organization</u> EE4: Schedule that allows for flexibility in blocking EE6: Network of Academic & Personal Student Support EE7: Professional Learning • Capitalize on common planning time by facilitating meetings between teams, students, and parents to enhance communication and support.	- Increase in participation rate during academy registration activities - Articulation minutes with high school -Parent/Teacher Conferences -Student/Teacher Conferences	
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		○ implementing a team model. We identify specific goals such as promoting positive behavior, enhancing academic achievement, fostering social-emotional growth, and building a sense of community. ○ selecting dedicated staff members to lead each team. These leaders are passionate about fostering a positive school culture, building relationships with students, and facilitating team-building activities. ○ each team to develop its own identity, such as a name, mascot, colors, and motto. This fosters a sense of pride and belonging among students and staff members. Teams (students and staff) are provided with a team shirt for various activities and spirit weeks to promote a sense of belonging, accountability and ownership. ● Articulation to communicate the necessary standards, skills, and mindset needed for students to transition successfully. ● Academic Coach articulation to discuss shared visions on transition and needs ● create an effective evaluation framework that enhances our students' perceptions of safety on our school campus. ● Provide additional training for staff to effectively support students who have experienced trauma, thereby enhancing the school's ability to create a nurturing and inclusive environment for all students.		
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		These enabling activities support successful transitions from elementary to Intermediate and Intermediate to High School. The transitional activities foster meaningful educational experiences that will prepare them for each critical step within their educational career.		
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	3a, 3b, & 3c	Ilima Intermediate School believes in creating an environment that is welcoming, nurturing, inclusive, and affirming will foster a desire to attend school regularly. Health, wellness, and social emotional learning are supported by curricula and school wide programs under the direction of educators who understand the unique age group of middle school students. Ilima supports this through: <u>1.2.1 (1) Culture and Community</u> EE5: Courageous/Collaborative Educational Leaders EE6: Network of Academic & Personal Student Support • Teachers to build and sustain strong teacher/student relationships through teaming and advisory • Through Intramural sports, lunch time activities, and Uplink, the school fosters active participation that helps cultivate an environment where students of all academic and physical levels can participate • Teachers will be given opportunities outside of classroom time to build impactful relationships with students through providing resources and coverage to coach ISA sports, manage activities during non-instructional time, and attend special events.	- Team Agenda Minutes - Quarterly Attendance Rate - 75% or higher attend 90% of the school days. - Monthly Student Attendance Rate for Targeted students. - Monitoring of selected students participating in activities before, during lunch and after school extracurriculars.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		• Effective messaging and engagement to build and sustain strong relationships with parents. (Phone home - positive and negative) • Through teaming, monitor attendance status and progress of all students through Ilima's Attendance Plan of Action (Team: Teachers, Counselors, VP's) • Host family nights with parents and community members to develop deeper relationships with them, helping to provide a unified approach in developing each student's future. • Provide parent nights that support or reinforce strategies of good conduct at school and home. • Provide community nights with programs such as Weed and Seed to educate families on safety within schools and our Ewa Beach community. <u>1.2.1 (2) Curriculum, Instruction, and Assessment</u> EE2: Organization designed around Teaming/Advisory EE3: Curriculum, Instruction, & Assessments EE6: Network of Academic & Personal Student Support • Incorporate Project/Place based Learning into all classrooms to engage and bring purpose to a students learning (Student Engagement) • Grade 7 transition class to support successful instructional strategies, emotional intelligence, and coping strategies for managing change • Digital Portfolio at grade 7 to help transition students with successful instructional strategies, emotional intelligence, and coping strategies for managing change • Digital Portfolio at grade 8 aligning to the components and expectations of JCHS workforce development, bringing to the forefront academic, career and employability awareness for upcoming academics and graduation <u>1.2.1 (3) Leadership and Organization</u>		
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		• DOE guidelines, school initiatives and expectations will be communicated and upheld consistently via academic teams to provide a structured environment that is safe and conducive for learning (Rituals and Routines, Ilima 3B's, What is an Ilima Student, Chapter 19) • DOE guidelines, school initiatives and expectations will be consistently and fairly upheld through consistent consequences by school administration to provide a structured environment that is safe and conducive for learning (Rituals and Routines, Ilima 3B's, What is an Ilima Student, Chapter 19) • Provide school wide incentive programs to reinforce positive behaviors such as school dance or team awards • Continue to provide Teachers with Professional Development/ training opportunities in Project Based/Place Based learning to provide a deeper understanding of the strategies that will best support our students. ○ Provide the tools, materials, and supports necessary for teachers/students for successful implementation of PBL project and/or CTE curriculum • Through the organization of Extra Curricular activities and non-instructional time, dedicated time and logistical support will be allocated for teachers coaching and advising to strengthen essential student-teacher relationships. • additional support from counselors and vice-principals such as home-visits, group counseling and parent conferences. • provide distance learning opportunities for students with extreme health or mental health issues.		
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		• Outside of school hours - Uplink clubs and activities driven by student voice to engage student interest These enabling activities support student desire to attend school regularly through providing academic, social, and emotional curricula and programs guided by student voice and research based programs and practices. Accountable lead(s): Curriculum Coordinator, Administrator, Counselor		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	2b, 3c	Ilima Intermediate School believes in facilitating an environment where students take responsibility for their own learning and contribute positively to the world around them. We believe in providing an atmosphere that is relevant, participatory, motivating, and socially just. Ilima supports this through: <u>1.2.1 (1) Culture and Community</u> EE2: Organization designed around Teaming/Advisory EE5: Courageous/Collaborative Educational Leaders • Host family nights with parents and community members to develop deeper relationships with them, helping to provide a unified approach in developing each student's future. • Provide parent nights that support or reinforce strategies of good conduct at school and home. • Provide community nights with programs such as Weed and Seed to educate families on safety within schools and our Ewa Beach community. • Through Extra Curricular activities such as Intramural sports. Non instructional time, and Uplink, Teachers (coaches) will develop a students understanding of sportsmanship and how it correlates with positive behaviors in and out of the classroom. <u>1.2.1 (2) Curriculum, Instruction, and Assessment</u> EE2: Organization designed around Teaming/Advisory EE3: Curriculum, Instruction, & Assessments • Grade 7 transition class to support successful instructional strategies, emotional intelligence, and coping strategies for managing change • Continue to implement SEL Curriculum to incorporate meaningful life lessons and workforce related skills at appropriate age level through grade level Portfolio Curriculum	Chronic and High Absenteeism Rate - Decrease by 3% from previous year Chapter 19 Incidents - 3% decrease from previous year Student Reflection pieces for Character pillars SQS and Panorama - Increase of 5% in safety category Decrease in uniform and disobedient behavior violations Increase in Attendance to parent/community events compared to previous school year	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		<u>1.2.1 (3) Leadership and Organization</u> EE1: Knowledgeable Faculty and Staff EE2: Organization designed around Teaming/Advisory • DOE guidelines, school initiatives and expectations will be communicated and upheld consistently via academic teams to provide a structured environment that is safe and conducive for learning (Rituals and Routines, Ilima 3B's, What is an Ilima Student, Chapter 19) • DOE guidelines, school initiatives and expectations will be consistently and fairly upheld through consistent consequences by school administration to provide a structured environment that is safe and conducive for learning (Rituals and Routines, Ilima 3B's, What is an Ilima Student, Chapter 19) • Provide school wide incentive programs to reinforce positive behaviors such as school dance or team awards • Through School wide assemblies and/or advisory periods, pillars of character (SEL) such as trustworthiness will be taught through lessons and real life scenarios to help students understand the importance of what they do and how they treat others. • Through advisory periods, employability skills will be taught and modeled through classroom scenarios and lessons to bring awareness of essential skills, qualities, and values that will help students succeed in school and workplace. (ex. The Amazing Shake) • Create an effective evaluation framework that enhances our students' perceptions of safety on our school campus.		
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		● Provide ongoing training for teachers and staff on positive behavior support strategies to ensure that all school personnel are equipped with the skills and knowledge to handle behavioral issues effectively. These enabling activities support and reinforce the actions of positive behavior. From a whole school to small communities, a structured and nurturing environment has been created where each student has at least one adult who knows, cares about and supports each student's academic and personal development. Accountable lead(s): Curriculum Coordinator, Administrator		
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1b, 3c	Ilima Intermediate school believes in fostering a Nā Hopena A'o (HĀ) atmosphere/environment that is culturally relevant and motivating for all learners. Through the learning journey, students are provided a social and academic just educational opportunity. With the support of our key stakeholders, families, and community partnerships, Ilima will empower students with an equitable and engaging learning atmosphere. Ilima supports this through: <u>1.2.3 (1) Culture and Community</u> EE5: Courageous/Collaborative Educational Leaders EE6: Network of Academic & Personal Student Support • Field trips to cultural sites that cultivate hands-on, learning experiences such as He'eia Fish pond to see how content areas (ELA, Math, Science, and Social Studies) overlap. • Field trips aligned to local career and industry to get a hands-on experience of expectations, employable skills, and academic needs in real life settings. • Invite community, Parents/Guardians, and/or faculty to share their mana'o on education and career to bring awareness on the importance of education and ideas to future aspirations. • Invite community, Parents/Guardians, faculty, and students to landscape and/or beautify Ilima Campus to bring awareness of the Aina they live and learn in and pride in their school. • Faculty and students participate in community drives, parades, and community cleanups to educate students in the importance of taking care of their community and establishing relationships with the people that live in it. <u>1.2.3 (2) Curriculum, Instruction, and Assessment</u> EE3: Curriculum, Instruction, & Assessments	Invitation and pictures of event Parent/Guardian, student, and staff reflections/ surveys of event Agenda Student surveys and pictures of events Panorama Classroom Engagement - Increase by 5% in comparison to previous year Student assessments or final products Sign in sheets Attendance rate - Increase of participation	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• Academic disciplines will continue to embed PBL design elements into their curriculum to provide students with engaging and relevant hands-on projects. • UPLINK Clubs will educate about the importance of Hawaiian values and culture through daily teaching, activities, resources, and on-site visits rooted in the community. • The Advisory program will integrate “The Amazing Shake” competition into the professionalism unit to build students’ communication, professionalism, and career-readiness skills through authentic interactions with peers and the community. • Refine, critique, and improve Ilima’s Sex Violence Curriculum through collaboration with Weed and Seed officers, Ilima staff, and State guidance <u>1.2.3 (3) Leadership and Organization</u> EE5: Courageous/Collaborative Educational Leaders • Arrange field trips rooted in the culture of Hawaii that engage students and encompass real life activities and problems • Arrange field trip opportunities with local businesses, as well as local businesses participating in classroom lessons with Ilima Teachers. • Collaborate and build relationships with community to develop exploratory and co-curricular programs which meet the developmental needs of our students • Provide Teachers with curriculum and support through the advisory program component of professionalism to incorporate the components of “The Amazing Shake”.	Panorama Belonging - Increase of 5% in comparison to previous year	
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		○ Provide materials and funding to support this career and life based initiative/student competition (Travel and accommodations) ● Collaborate on necessary resources and funding to support the effectiveness of our Sex Violence Program These enabling activities help foster a culturally relevant experience guided by Nā Hopena A'o (HĀ). Throughout these learning opportunities, students will be able to work on hands-on projects that mesh real-world issues to their community and/or culture. Ilima recognizes that holistic education goes beyond academic achievement to encompass the well-being, identity, and cultural context of every student. Accountable lead(s): Curriculum Coordinator, SAC, Administrator		
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	1a, 1b, and 1c	Ilima Intermediate believes in providing a socially just learning environment that fosters an atmosphere that is relevant, participatory, and motivating for all learners. In lieu of this belief, we believe that every student deserves educators who are prepared to work with this age group, themselves lifelong learners, and are committed to their own ongoing professional development and growth. Ilima supports this through: <u>2.1.1 (1) Culture and Community</u> EE1: Knowledgeable Faculty and Staff EE7: Professional Learning - established mentoring programs that pair experienced teachers with newcomers to provide individualized supports that will equate to retention and successful onboarding - Department and Academic Coaches support struggling and new teachers with curriculum, assessments, and classroom management to build success in the classroom for teacher and student - Interdisciplinary teams support struggling and new teachers with school initiatives and classroom management to create a structured and supportive environment for teachers and students	Attendance sheet - 95% of teachers will participate in trainings Department Agenda Minutes Department DDIC Progression Charts - 85% of struggling learners will positively respond to reteach SQS Category of Safety - 5% increase from previous year SQS Category of Satisfaction - 5% increase from previous year	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		- continue to implement a fair and comprehensive teacher evaluation system (EES) that includes classroom observations, feedback, and assessment of professional growth. <u>2.1.1 (2) Curriculum, Instruction, and Assessment</u> EE1: Knowledgeable Faculty and Staff EE7: Professional Learning - Continue to guide and support translation and interpretation of standards in to progressions and success criteria for common language and assessments to promote meaningful collaboration in Data Driven Cycle - Continue to guide and support teachers to triangulate data through the Data Driven Instructional Cycle Process in order to monitor each students growth and understanding - Continue to support and guide teachers to use the data gathered from success criteria and progressions to develop tailored reteach lessons via collaboration and trends between teachers. - Continue to train, inform and update teachers as state protocols and procedures for campus safety are shared by State/Federal leads and officials <u>2.1.1 (3) Leadership and Organization</u> EE1: Knowledgeable Faculty and Staff EE7: Professional Learning - Provide Teachers with Project/ Placed Based Learning training opportunities to introduce the process, understand the benefits, and begin implementation. - Provide Teachers with Multi Tiered Levels of Support Training to provide an understanding of the tiered leveling and criteria, data usage, and strategies for implementation	EES Evaluation for New Teachers - 100% will be proficient or above Teacher Survey and Feedback	
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		● Provide Teachers with English Language Learner training opportunities to provide a deeper understanding of the 5 components of language and the strategies that will best support our students ● Provide Curriculum training to support teachers with implementation, standard aligned assessments, strategies of engagement, and effective use ● Ilima Intermediate School teachers aim to strengthen instructional practices, raise academic rigor, and help administrators and teachers develop Powerful Teaching and Learning that fosters reflective practice by conducting periodic classroom walkthroughs. ● Provide the necessary actionable items to teachers/Staff in support of safety on campus to adhere to DOE Policy ○ Professional Development Opportunities (ex. Blue Line solutions) ○ Purchase of Safety Supplies (ex. Vests, Lanyards, Whistles) Through these enabling activities, Ilima will foster a supportive, academically challenging, and equity-driven learning environment. Every student is connected to at least one dedicated staff member who builds meaningful relationships, advocates for their academic success, and nurtures their social and emotional growth. Accountable lead(s): Curriculum Coordinator, Administrator		
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K-12 Alignment 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.	1a, 1b, 2c, & 3d	Ilima Intermediate School believes that every student should be engaged in learning that is challenging, exploratory, integrative, and diverse. From rich and challenging standards based curriculum to exploratory and co-curricular programs, we work towards addressing and meeting the needs of our students. Ilima supports this through: EE1 <u>1.3.2 (1) Culture and Community</u> EE5: Courageous/Collaborative Educational Leaders EE6: Network of Academic & Personal Student Support • Teacher articulation meeting with JCHS Departments to align standard progressions, curriculum, and skills to prepare Ilima students for their next steps in their education • Student Academy Field trips to JCHS to support exploration of career pathways, employability skill implementation, academic schedules, and campus tour. • Arrange Field trips aligned to local career and industry to get a hands on experience of expectations, employable skills, and academic needs in real life settings. • Arrange local businesses and industries to participate in classroom lessons to bring reason to student learning. • JCHS Ambassador visits to support Ilima students with a background on campus life and concept of professionalism in Academies <u>1.3.2 (2) Curriculum, Instruction, and Assessment</u> EE3: Curriculum, Instruction, & Assessments EE6: Network of Academic & Personal Student Support • Alignment of Algebra 1 Curriculum to encompass same level of rigor and smooth transition into Algebra 2	- Articulation Agenda and Minutes - 2 per year - Algebra 1 Students - 95% meet Criteria to receive Alg 1 Credit. - ELA / Math Workshop students - 5% increase of students meeting Exemption Workshop Criteria. - Iready Reading Diagnostics - 7% decrease in Tier 3 Population by end of year - Iready Math Diagnostics - 7% decrease in Tier 3 Population by end of year - Student Voice Surveys - 95% positive response rate Student participation and Course Marks	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		● Alignment of Language Arts/Math standards and assessments to equal level of rigor for academic readiness ● Skill based supports in ELA in alignment with priority standards (Tier II and III) ● Skill based supports in Math in alignment with priority standards (Tier II and III) ● Advanced placement for Higher level students (GT, Enrichment) ● Continue and refine employability skill lessons/projects into advisory classes to build awareness and career readiness ● Digital portfolio aligned to JCHS Senior portfolio to prepare students for expectations and academies ● Implement soft skills lessons, such as note taking strategies, to build a repertoire of strategies that will support successful learning for students ● Elective Teacher collaborate with community members to build curriculum and implement lessons/projects rooted by the skills needed within the career to bring purpose to learning ● Continue the "College & Career - Successful Skills Class" into 7th grade student schedules to broaden the minds and the wonder of the numerous careers and pathways available. <u>1.3.2 (3) Leadership and Organization</u> EE1: Knowledgeable Faculty and Staff EE3: Curriculum, Instruction, & Assessments EE5: Courageous/Collaborative Educational Leaders ● Teachers: Communication of student strengths to confirm successful implementation of skills and concepts in Ilima Classrooms.(Language Arts/ Math)		
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		• Teachers: Communication of student weaknesses of skills and concepts to help Ilima Teachers reflect and modify classroom delivery and implementation. (Language Arts/ Math) • Teachers: Communication and clarity of expectations and criteria for higher level classes in order to push and prepare our students to advance (Language Arts/ Math) • Academic Coaches: Articulation to develop and plan meaningful and purposeful department articulations • Academic Coaches: Development of student opportunities for academy and career exploration through Career field trips and In School Industry presentations. • CS Teacher will be provided with professional development, travel and accommodations aimed at integrating CS programs with real-world collaboration alongside industry professionals. Through the implementation of these enabling activities, Ilima students will transition to high school with the academic foundation and skills needed to excel in increasingly rigorous and advanced coursework aligned with career pathways. These activities establish the foundation for a culture of high expectations and a commitment to continuous learning for every student. Accountable lead(s): Curriculum Coordinator, Administrator		
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1.3.3. All students graduate high school with a personal plan for their future.	1b. 2c, 3d	Ilima Intermediate School believes that every student faces significant life choices and needs support in making wise and healthy decisions. With the support of all Ilima stakeholders, family, and community, every student will be provided with socially just and equitable learning opportunities and transitions to meet the needs of our students. Ilima supports this through: EE6 <u>1.3.3 (1) Culture and Community</u> EE5: Courageous/Collaborative Educational Leaders EE6: Network of Academic & Personal Student Support • Student Academy Field trips to JCHS to support exploration of career pathways, employability skill implementation, academic schedules, and campus tour. • JCHS Ambassador visits to support Ilima students with campus life from personal perspectives and importance of expectations and goals • Arrange Field trips aligned to local career and industry to get a hands on experience of expectations, employable skills, and academic needs in real life settings. • Arrange local businesses and industries to participate in classroom lessons to bring reason to student learning. <u>1.3.3 (2) Curriculum, Instruction, and Assessment</u> EE2: Organization designed around Teaming/Advisory • Ilima Intermediate School believes in implementing career Interest Inventories (RIASEC) along with JCHS Academy visit to introduce and spark future career interest and experience	- Panorama Category of Grit - 5% increase for grade 8 students from previous year. - Panorama Category of Growth Mindset - 5% increase for grade 8 students from previous year. - Student Survey/Reflection on career courses	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• Ilima Intermediate School believes that utilizing our advisory and/or exploration courses, students can engage in reflective exercises regarding their future aspirations and necessities. These activities include researching potential career paths that align with their objectives. • Ilima Intermediate School believes in implementing digital portfolios to showcase our students' best work, reflect on their learning, and align with the JCHS expectation. The digital portfolio will encourage self-assessment, develop digital literacy skills, and prepare Ilima students for college and careers by compiling a comprehensive record of their achievements (personal statement, resume, high school plan and post-secondary plan) <u>1.3.3 (3) Leadership and Organization</u> EE5: Courageous/Collaborative Educational Leaders EE6: Network of Academic & Personal Student Support • Collaboration with JCHS Academy and Curriculum Coach to continue alignment with the needs and expectations needed for our Advisory Portfolio to prepare our students • Continue to work with the community to enhance our career exploratory section of the advisory portfolio. • With the voice of teachers and staff, refine and streamline Advisory Portfolio to meet the dedicated allotted time and needs of students • create an effective evaluation framework that enhances our students' perceptions of safety on our school campus.		
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		Academic Coaches: Development of student opportunities for academy and career exploration through Career field trips and In School Industry presentations. Through these enabling activities, Ilima will equip students with the foundational skills, meaningful experiences, and essential tools to empower them in designing and pursuing their future pathways. Accountable lead(s): Curriculum Coordinator, Administrator		
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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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
2.1.1 All Ilima Intermediate School Teachers will be able to design and implement interdisciplinary project/place-based learning for all students in order to provide a more authentic, collaborative and relevant learning experience. Ilima Intermediate School leadership will monitor the effectiveness of teacher practice and professional	1a, 1b, and 1c	Ilima Intermediate believes in providing a socially just learning environment that fosters an atmosphere that is relevant, participatory, and motivating for all learners. In lieu of this belief, we believe that every student deserves educators who are prepared to work with this age group, themselves lifelong learners, and are committed to their own ongoing professional development and growth. Ilima supports this through: <u>2.1.1 (1) Culture and Community</u> EE1: Knowledgeable Faculty and Staff EE7: Professional Learning - established mentoring programs that pair experienced teachers with newcomers to provide individualized supports that will equate to retention and successful onboarding - Department and Academic Coaches support struggling and new teachers with curriculum, assessments, and classroom management to	Attendance sheet - 95% of teachers will participate in trainings Department Agenda Minutes Department DDIC Progression Charts - 85% of struggling learners will positively respond to reteach SQS Category of Safety - 5% increase from previous year	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

development opportunities in order to ensure it benefits student learning. Ilima Intermediate School leadership will create a structure that allows for increased collaboration within all grade level teams and departments around the data team process.		build success in the classroom for teacher and student • Interdisciplinary teams support struggling and new teachers with school initiatives and classroom management to create a structured and supportive environment for teachers and students • continue to implement a fair and comprehensive teacher evaluation system (EES) that includes classroom observations, feedback, and assessment of professional growth. <u>2.1.1 (2) Curriculum, Instruction, and Assessment</u> EE1: Knowledgeable Faculty and Staff EE7: Professional Learning • Continue to guide and support translation and interpretation of standards in to progressions and success criteria for common language and assessments to promote meaningful collaboration in Data Driven Cycle • Continue to guide and support teachers to triangulate data through the Data Driven Instructional Cycle Process in order to monitor each students growth and understanding • Continue to support and guide teachers to use the data gathered from success criteria and progressions to develop tailored reteach lessons via collaboration and trends between teachers. • Continue to train, inform and update teachers as state protocols and procedures for campus safety are shared by State/Federal leads and officials <u>2.1.1 (3) Leadership and Organization</u> EE1: Knowledgeable Faculty and Staff	SQS Category of Satisfaction - 5% increase from previous year EES Evaluation for New Teachers - 100% will be proficient or above Teacher Survey and Feedback	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

EE7: Professional Learning

- Provide Teachers with Project/ Placed Based Learning training opportunities to introduce the process, understand the benefits, and begin implementation.
- Provide Teachers with Multi Tiered Levels of Support Training to provide an understanding of the tiered leveling and criteria, data usage, and strategies for implementation
- Provide Teachers with English Language Learner training opportunities to provide a deeper understanding of the 5 components of language and the strategies that will best support our students
- Provide Curriculum training to support teachers with implementation, standard aligned assessments, strategies of engagement, and effective use
- Ilima Intermediate School teachers aim to strengthen instructional practices, raise academic rigor, and help administrators and teachers develop Powerful Teaching and Learning that fosters reflective practice by conducting periodic classroom walkthroughs.
- Provide the necessary actionable items to teachers/Staff in support of safety on campus to adhere to DOE Policy
 - Professional Development Opportunities (ex. Blue Line solutions)
 - Purchase of Safety Supplies (ex. Vests, Lanyards, Whistles)



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Through these enabling activities, Ilima will foster a supportive, academically challenging, and equity-driven learning environment. Every student is connected to at least one dedicated staff member who builds meaningful relationships, advocates for their academic success, and nurtures their social and emotional growth. Accountable lead(s): Curriculum Coordinator, Administrator		
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
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>	SCCs promote community involvement, transparency, and collaboration to enhance educational outcomes through parental engagement.	Ilima Intermediate believes in engaging in substantive partnerships with families, community, and stakeholders in the education and social development of our students. Ilima supports this through: EE5 <u>3.3.1 (1) Culture and Community</u> EE1: Knowledgeable Faculty and Staff EE5: Courageous/Collaborative Educational Leaders - building partnerships to represent all stakeholder groups within the School Community Council (SCC) membership. <u>3.3.1 (2) Leadership and Organization</u> EE1: Knowledgeable Faculty and Staff EE5: Courageous/Collaborative Educational Leaders - conducting regular meetings and providing a structured platform for discussing pertinent issues, setting goals, and implementing action plans. Through these enabling activities, our School Community Council will have full membership and voice	School Community Council Meeting Agendas and Minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

in every decision united under a shared vision for our school and students.

Accountable lead(s): SCC Chairperson, Principal

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
3.3.2 Ilima Intermediate will strengthen relationships, and promote a sense of ownership and shared responsibility for achieving our collective goals.	Involving families and community members in activities to enhance student achievement and school performance creates a collaborative environment driving educational success.	Ilima Intermediate believes in building and strengthening our relationships with our valued partners (families, community, and stakeholders) to provide our students with the best middle school experience. Ilima supports this through: EE5 <u>3.3.2 (1) Culture and Community</u> EE1: Knowledgeable Faculty and Staff EE5: Courageous/Collaborative Educational Leaders • hosting family and community events a. Family Orientation Night with elementary b. Student Orientation with elementary c. Recognition Night <u>3.3.2 (2) Curriculum, Instruction, and Assessment</u> EE1: Knowledgeable Faculty and Staff EE5: Courageous/Collaborative Educational Leaders • hosting family and community events a. Curriculum - Family Nights b. Elective Night/Registration Fair c. Elective Recruitment Field Trips <u>3.3.2 (3) Leadership and Organization</u> EE1: Knowledgeable Faculty and Staff EE5: Courageous/Collaborative Educational Leaders	Registration and Attendance Records Stakeholder Surveys	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		• Leadership collaboration on the creation and planning of the events to share steps and progress on shared goals Through these enabling activities, Ilima will focus on the importance of valued partnerships with family and community. With this partnership, health, wellness, relevant and rigorous curriculum, and social and emotional competence is taught to every student through a community collaborative effort. Accountable lead(s): Curriculum Coordinator, Administrator, Student Activities Coordinator		
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★ Other Systems of Support				
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
3.3.3 At Ilima Intermediate School, our teams and meetings are dedicated to fostering a positive and supportive school culture that prioritizes academic excellence, health and wellness, collaboration, safety, and continuous improvement. By coordinating our efforts towards shared objectives, we aim to cultivate a successful learning community where every student is empowered to excel.	It is essential for fostering a positive school culture and empowering every student to excel by prioritizing academic excellence, wellness, collaboration, safety, and continuous improvement	Ilima Intermediate believes that the years of early adolescence are pivotal and abound with individual potential and opportunity. Through collaboration of teams, committees, and community, the health, wellness, academics, and social emotional competence are supported through curricula, programs, and policies. Ilima supports this through: EE4, EE6 <u>3.3.3 (1) Culture and Community</u> EE4: Schedule that Allows for Flexibility . . . EE5: Courageous/Collaborative Educational Leaders EE6: Network of Academic & Personal Student Support • grade level teams collaborate and discuss student progress, curriculum alignment, and instructional strategies, facilitating a cohesive approach to teaching and supporting students at specific grade levels. • departments discuss curriculum, share resources, and collaborate on instructional strategies, ensuring consistency and alignment across courses. • addressing operational and safety concerns within the Ilima school environment, ensuring the well-being and security of students, staff, and	Agendas and Meeting Minutes. Documentation of Participation in PD.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant:CDC Healthy Schools, \$ ☐ Other:____, \$

		visitors. (Admin, Office, Security, Custodian, SSC, SAC, and Curriculum Coordinators - Safety Team) • faculty and staff shirts help everyone feel like they're part of the team, creating a professional atmosphere in our school. It also shows that we take our jobs seriously and encourages everyone to take pride and responsibility for our school. <u>3.3.3 (2) Curriculum, Instruction, and Assessment</u> EE3: Curriculum, Instruction, & Assessment • development of relevant curriculum, identification of career pathways, and creation of hands-on learning opportunities that better prepare our students for future success. (School Advisory Team) • collaborating, developing and implementing initiatives such as wellness programs, health education, mental health support services, and physical activity opportunities, aiming to improve overall health outcomes and create a supportive environment for students and staff. (Health and Wellness Team) • developing student-centered learning, assessing student progress, and implementing evidence-based instructional practices to optimize learning outcomes to assist with our WASC accreditation. (FOL Team) <u>3.3.3 (3) Leadership and Organization</u> EE1: Knowledgeable Faculty and Staff EE6: Network of Academic & Personal Student Support • provide stipends for Department Heads and Team Leads who assume additional leadership responsibilities beyond their instructional duties. These positions support Priority 3 by strengthening instructional coherence, facilitating data-driven collaboration, and supporting		
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		implementation of academic and student support initiatives. This investment builds internal leadership capacity and supports effective execution of the school's Academic and Financial Plan to improve student outcomes. • identifying areas for improvement within our school and developing strategies to address them, ultimately enhancing overall school performance and student outcomes in the areas of academics, attendance and behaviors and developing and implementing strategies to address them, ultimately enhancing overall school performance and student outcomes. (Admin, Curriculum Coordinators, Counselors & SSC - SIT Team) • evaluating and reviewing academic programs, curriculum, and instructional practices to ensure alignment with educational standards and best practices, fostering continuous school improvement in teaching and learning. (Admin, Curriculum Coordinators, Counselors, Department Heads, Team Leads, SSC and SAC - SLT/ART Team) • providing a forum for school-wide communication, professional development, and collaboration among our Ilima staff members, fostering a sense of community and shared vision among faculty and staff. • incorporating the 21 Hours of PD with opportunities monthly, along with teachers pursuing off-campus professional development, to meet their 21-hour PD requirement. • APC discussions on policy matters related to Ilima Intermediate Teachers (HSTA) ensuring that school policies align with legal requirements, educational standards, and our school community needs.		
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		• SCC collaboration between the school and the broader community, involving parents, community members, and school staff in decision-making processes and fostering partnerships to support student success. Through the following enabling activities, Ilima believes that it is essential for fostering a positive school culture and empowering every student to excel by prioritizing academic excellence, wellness, collaboration, safety, and continuous improvement. Accountable lead(s): Administrators		
3.3.4 At Ilima Intermediate School, we believe our facilities should be designed for the needs of adolescent learners with adequate, open and thoughtful spaces; and with furnishings that facilitate learning by allowing for student movement and gatherings to encourage positive interaction and student engagement. Ilima Intermediate School will strengthen campus safety and supervision systems by implementing a schoolwide staff identification and	It is essential to create a supportive learning environment and enhance student success by prioritizing well-maintained facilities, engaging classrooms, upgraded and updated technology, safety, collaboration, and ongoing improvements.	Ilima Intermediate School believes in fostering a positive school culture and empowering every student and staff member to excel requires a commitment to well-maintained facilities, engaging classrooms, upgraded and updated technology, safe campus, collaboration, and continuous improvement. Ilima supports this through: <u>3.3.4 (1) Culture and Community</u> EE8: Facilities • Facility Walkthrough & Brainstorming: All stakeholders explore the school, identify areas for improvement, and discuss ways to enhance school culture and community. • Design & Presentation: Various school role groups create visual proposals (posters, models, or digital designs) showcasing facility upgrades that promote a positive learning environment. • Reflection & Advocacy: Students and staff reflect on the impact of school facilities and discuss how they can advocate for meaningful improvements.	Agendas and Meeting Minutes. Surveys	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

emergency signaling protocol.		<u>3.3.4 (2) Curriculum, Instruction, and Assessment</u> EE8: Facilities ● Facility Walkthrough & Reflection: Students and staff assess classrooms, labs, and testing spaces to identify how facilities impact learning, instruction, and assessment. ● Future-Ready Classroom Design: Various school role groups create and present an ideal classroom layout that enhances curriculum delivery, engagement, and technology integration. <u>3.3.4 (3) Leadership and Organization</u> EE8: Facilities ● Safety and Operation Teams: Evaluate and assess the organization and accessibility of school facilities like classrooms and common areas. ● Safety and Operations Teams: To identify improvement areas and implement strategies that strengthen the effectiveness of the BTAM Team, School Safety Committee, and campus safety operations, based on Vulnerability Assessment recommendations. ● Campus Safety Implementation: Purchase staff shirts, lanyards, and whistles and other materials and equipment to ensure clear staff identification, support consistent supervision, and provide an immediate signaling method for lockdown or emergency procedures. Through the following enabling activities, Ilima believes that it is essential for fostering a positive school culture and is essential to create a supportive learning environment to enhance student and staff success. Accountable lead(s): Administrators, Head Custodian		
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page

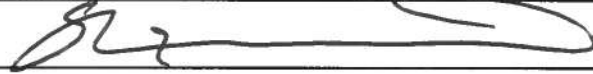
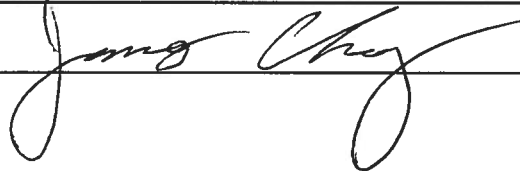
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ilima Intermediate School** 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 Council Meeting was conducted on **Feb 19, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 19, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Improvement Team / Academic Review & School Leadership Team / Departments & Teams / Faculty & Staff
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: **Feb 19, 2026**

Attested:

Ilima Intermediate School Principal	Signature	Date
Mr. Shayne Greenland		Feb 19, 2026
SCC Chairperson	Signature	Date
Mr. James Chong		Feb 19, 2026

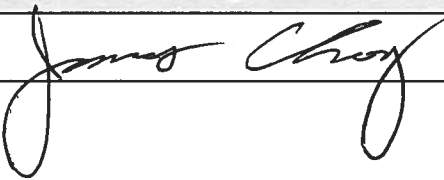
SCC Recommendations to the Academic Plan and Financial Plan:

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. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

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

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

Attested:

SCC Chairperson	Signature	Date
Mr. James Chong		Feb 19, 2026

APPENDIX B: 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.**

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Ilima Intermediate School Bell Schedule: Ilima Intermediate School Bell Schedule	