





Waiakea Intermediate School Academic Plan SY 2025-2026

200 W Puainako St. Hilo, Hawaii 96720
808-480-3000
waiakeatitans.org

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

Submitted by Principal: Lisa Souza	
	Apr 03, 2025

Approved by Complex Area Superintendent Esther Kanehailua	
	04.09.25

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	English Language Arts	Mathematics	Science	Social Studies
Grade 6-8	'20 Into Literature ▾			
Grade 6-7		HMH Into Math ▾		
Grade 8		Ready ▾		
Algebra 1		enVision A/G/A ▾		
Grade 6				TCI, History Alive! The World Through 1750
Grade 7			TWIG	A History of Hawaii, CRDG
Grade 8			TWIG	TCI, History Alive! The United States Through Industrialism

NEW 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
Grade 6	iReady	Go Math	Brain Pop, PhET Simulations	NewsELA
Grade 7	iReady	Go Math	Brain Pop, Science of Awesomeness	NewsELA, A History of the Hawaiian Kingdom
Grade 8	iReady	Maneuvering the Middle	Brain Pop	NewsELA

NEW 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:

REVISED 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
Grade 6	I-Ready ▾	I-Ready ▾
Grade 7	I-Ready ▾	I-Ready ▾
Grade 8	I-Ready ▾	I-Ready ▾

REVISED 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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2025

Type of Next Action: Progress Report & Visit ▾

Year of Next Self-Study:

2028

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: Increase math, ELA, and science student proficiency and SGP for all learners (high, typical, and low)

Rationale	Evidence																																										
1A: Modest increase in student proficiency over the past 3 years in ELA Gains in science, and math but more students need to be proficient to be ready for the next grade level. Gap is increasing in ELA and stagnant in Math.	<u>SBA and HSA Science Proficiency Data by SY</u> <table><tr><th></th><th>21-22 SY</th><th>22-23 SY</th><th>23-24 SY</th><th>Change Over Past 3 Years</th></tr><tr><td>ELA</td><td>46%</td><td>47%</td><td>50%</td><td>+ 4% pt.</td></tr><tr><td>Math</td><td>28%</td><td>30%</td><td>34%</td><td>+6% pt.</td></tr><tr><td>Science</td><td>29%</td><td>39%</td><td>35%</td><td>+6% pt</td></tr><tr><td>8th Grade Literacy</td><td>69%</td><td>75%</td><td>NA</td><td>+6% pt</td></tr><tr><td>ELA Gap</td><td>31%</td><td>45%</td><td>38%</td><td>+7% pt</td></tr><tr><td>Math Gap</td><td>30%</td><td>38%</td><td>30%</td><td>0</td></tr></table>		21-22 SY	22-23 SY	23-24 SY	Change Over Past 3 Years	ELA	46%	47%	50%	+ 4% pt.	Math	28%	30%	34%	+6% pt.	Science	29%	39%	35%	+6% pt	8th Grade Literacy	69%	75%	NA	+6% pt	ELA Gap	31%	45%	38%	+7% pt	Math Gap	30%	38%	30%	0							
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1B: Very modest SGP over the past 3 years.	<u>SGP Percentages (Students Tested in this School)</u> <div>ELA SBG Percentages<table><tr><th colspan="2" rowspan="2"></th><th colspan="3">School Year</th></tr><tr><th>21-22</th><th>22-23</th><th>23-24</th></tr><tr><td rowspan="3">Proficiency Levels</td><td>High</td><td>34.93%</td><td>33.16%</td><td>36.76%</td></tr><tr><td>Typical</td><td>29.90%</td><td>31.05%</td><td>32.45%</td></tr><tr><td>Low</td><td>35.17%</td><td>35.79%</td><td>30.80%</td></tr></table></div> <div>Math SGP Percentages<table><tr><th colspan="2" rowspan="2"></th><th colspan="3">School Year</th></tr><tr><th>21-22</th><th>22-23</th><th>23-24</th></tr><tr><td rowspan="3">Proficiency Levels</td><td>High</td><td>39.86%</td><td>32.20%</td><td>40.46%</td></tr><tr><td>Typical</td><td>30.65%</td><td>32.20%</td><td>32.62%</td></tr><tr><td>Low</td><td>29.49%</td><td>35.59%</td><td>26.93%</td></tr></table></div> <p>[SGPs are grouped into: Low Growth: less than 35 Typical Growth: between 35 and 65 High Growth: greater than 65</p>			School Year			21-22	22-23	23-24	Proficiency Levels	High	34.93%	33.16%	36.76%	Typical	29.90%	31.05%	32.45%	Low	35.17%	35.79%	30.80%			School Year			21-22	22-23	23-24	Proficiency Levels	High	39.86%	32.20%	40.46%	Typical	30.65%	32.20%	32.62%	Low	29.49%	35.59%	26.93%
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Root/Contributing Cause:

- I. Inconsistent/limited differentiation and scaffolding.
- II. Inconsistent use of curricular tools across some departments.
- III. Teachers need to understand how to use screener data to know their students.
- IV. Low student engagement.
- V. Fixed teacher mindsets.
- VI. Lack of consistent teacher collaboration time.

2 Student Need: Increase student SEL competencies to improve school/class culture.

Rationale	Evidence																																																																
<p>2A: Sense of Belonging: Builds more positive and trusting relationships</p> <p>2B: Emotion Regulation, Self Management and Social Awareness: Improves attitudes about themselves, others, and school</p> <p>2C: Self-Efficacy & Perseverance: Leads to improved academic outcomes.</p> <p>2D: Growth Mindset: Increases ability to manage stress, anxiety, depression.</p>	<p>SEL Panorama Student Survey % of Favorable Response</p> <table><tr><th>SEL Category</th><th>BOY Fall '22</th><th>MOY Winter '22</th><th>EOY Spring '23</th><th>BOY Fall '23</th><th>MOY Winter '23</th><th>EOY Spring '24</th><th>EOY Changes Spring '23 - Spring '24</th></tr><tr><td>Sense of Belonging</td><td>53%</td><td>51%</td><td>50%</td><td>53%</td><td>55%</td><td>53%</td><td>+3% pt.</td></tr><tr><td>Emotion Regulation</td><td>49%</td><td>52%</td><td>51%</td><td>50%</td><td>55%</td><td>55%</td><td>+4% pt.</td></tr><tr><td>Social Awareness</td><td>63%</td><td>62%</td><td>60%</td><td>62%</td><td>63%</td><td>62%</td><td>+2% pt.</td></tr><tr><td>Self Management</td><td>71%</td><td>69%</td><td>68%</td><td>70%</td><td>70%</td><td>70%</td><td>+2% pt.</td></tr><tr><td>Grit</td><td>56%</td><td>57%</td><td>57%</td><td>57%</td><td>60%</td><td>59%</td><td>+2% pt.</td></tr><tr><td>Self-Efficacy</td><td>51%</td><td>52%</td><td>53%</td><td>50%</td><td>55%</td><td>54%</td><td>+1% pt.</td></tr><tr><td>Growth Mindset</td><td>47%</td><td>47%</td><td>48%</td><td>49%</td><td>49%</td><td>51%</td><td>+3% pt.</td></tr></table> <p>*Key: BOY=Beginning of Year, MOY=Middle of Year, EOY=End of Year</p>	SEL Category	BOY Fall '22	MOY Winter '22	EOY Spring '23	BOY Fall '23	MOY Winter '23	EOY Spring '24	EOY Changes Spring '23 - Spring '24	Sense of Belonging	53%	51%	50%	53%	55%	53%	+3% pt.	Emotion Regulation	49%	52%	51%	50%	55%	55%	+4% pt.	Social Awareness	63%	62%	60%	62%	63%	62%	+2% pt.	Self Management	71%	69%	68%	70%	70%	70%	+2% pt.	Grit	56%	57%	57%	57%	60%	59%	+2% pt.	Self-Efficacy	51%	52%	53%	50%	55%	54%	+1% pt.	Growth Mindset	47%	47%	48%	49%	49%	51%	+3% pt.
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Root/Contributing Cause:

- I. SEL curriculum is not consistently used/addressed/prioritized in classes.
- II. Some students have limited understanding on how to connect and build relationships with students and the value of fostering relationships.
- III. Climate/Culture vary among the different classes.
- IV. We are not at a 100% implementation of schoolwide rules and expectations.

Student Need: Provide effective Tier 1 and 2 instruction to address the needs of all middle-level learners.

3A. Overall improvement for all student groups, although the achievement gap has narrowed slightly from the previous year it still represents a considerable challenge.

3B. Overall improvement in all sub-groups, however high needs student's proficiencies increased but proficiencies continue to be low.

3C. Universal Screener data demonstrates a general improvement across both Language Arts and Math. Overall, the data suggests a positive trajectory in student academic performance, particularly in the most recent academic year. While the percentage of students performing below grade level remains substantial, there is a noticeable improvement in the number of students achieving "On or Above Grade Level" in both Language Arts and Math. This suggests that the implemented initiatives are having a positive impact on student learning.

3D. For this age group, integration of SEL understanding and practices with academic units is essential. Students will not learn if they are not connected to the adult(s) in the room, do not feel welcomed, or if they feel that they will be unsuccessful. Relationships are key.

i-Ready Screener Language Arts	School Year					
Proficiency Level	2021-2022		2022-2023		2023-2024	
	Fall	Spring	Fall	Spring	Fall	Spring
On or Above Grade Level	28%	35%	29%	38%	32%	40%
One Grade Level Below	21%	17%	18%	17%	19%	21%
Two or More Grade Levels Below	51%	48%	52%	45%	49%	39%

i-Ready Screener Math	School Year					
Proficiency Level	2021-2022		2022-2023		2023-2024	
	Fall	Spring	Fall	Spring	Fall	Spring
On or Above Grade Level	22%	31%	22%	35%	23%	37%
One Grade Level Below	33%	28%	36%	31%	33%	30%
Two or More Grade Levels Below	44%	40%	42%	34%	44%	32%

SBA Reading Proficiency Data and Achievement Gap

	All Students	Non-High Needs	High Needs	Achievement Gap	EL		SPED	
					% Proficient	Achievement Gap	% Proficient	Achievement Gap
Spring '22	28%	44%	14%	31%	4%	24%	2%	26%
Spring '23	30%	52%	14%	44%	4%	26%	1%	29%
Spring 24	34%	50%	21%	37%	13%	20%	5%	29%

SBA Math Proficiency Data and Achievement Gap

	All Students	Non-High Needs	High Needs	Achievement Gap	EL		SPED	
					% Proficient	Achievement Gap	% Proficient	Achievement Gap
Spring '22	46%	63%	32%	30%	15%	32%	6%	41%
Spring '23	47%	72%	28%	38%	5%	41%	5%	42%
Spring 24	50%	71%	34%	29%	24%	27%	9%	42%

Root/Contributing Cause:

- I. Differentiated instruction is not consistent in all classrooms.
- II. EL standards and practices are not being implemented in all classrooms, in-service training is needed.
- III. HQIM is not consistently used in all departments.
- IV. With SDI classes, general education teachers do not have adequate access to a special education resource teacher to plan to ensure that student needs are being met cooperatively.
- V. Resource teachers are not available in all inclusion classes to support and collaborate with general education teachers.
- VI. Not all teachers understand i-Ready and the tools that have been available to them to differentiate.
- VII. Not all students comprehend the significance of maintaining consistent utilization of i-REady.

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.

1 Targeted Subgroup: Students with Disabilities (SPED)

Identified Student Need(s): Increase EL student exits using ACCESS testing and increase student proficiency rates to narrow the achievement gap.

Special Education	2022-2023	2023-2024
SBA ELA Proficiency % Gap	29%	29%
SBA Math Proficiency % Gap	42%	42%
SBA Science Proficiency % Gap	39%	30%

2 Targeted Subgroup: English Learners (ELs)

Identified Student Need(s): Increase SpEd student proficiency rates to narrow the achievement gap.

EL	2022-2023	2023-2024
# of Student ACCESS Exits	0	14
SBA ELA Proficiency %	26%	20%
SBA Math Proficiency %	41%	27%
HSA Science Proficiency %	24%	29%



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> Reference the Identified School Needs section.	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 (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> Estimate the additional amount needed to execute the enabling activity.
<p>Strat Plan Measures:</p> <p>% of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)</p> <p>% of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)</p> <p>Data disaggregated by student group (Sped, EL) (1.1.4)</p> <p>% of EL's who are meeting or on track to meet EL proficiency (1.1.4)</p> <p>% of ES with transition activities for newly entering Ss (1.1.5)</p> <p>% of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)</p> <p>HWCA Focus Measures</p> <p>Indicator 3: % of Ss w/IEP's that participate in state assessment</p> <p>% of Ss w/IEP's that are proficient on state assessment progress Monitoring Measurement: iReady/Star</p> <p>Indicator 5: % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day Measurement: Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)</p>				

<p>Reading Proficiency</p> <p>1.1.2 All students read proficiently by the end of eighth grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>Reference student need & root case:</p> <p>1 (I-VI)</p> <p>Current ELA Proficiency:</p> <ul style="list-style-type: none"> 50% on the ELA SBA in (23-24) SY (5% pt. Growth to reach 55% proficiency) <p>EL - 5% pt. Growth ELA SBA - 20%-25%</p> <p>Access Exits 10% pt. Growth (SY 23-24) 29 - (24-25) 32</p> <p>Longitudinal SBA data for Grade 8, 5% growth in proficiency each year as measured by Spring Diagnostic from 6th grade to 8th grade.</p>	<p>EA 1.1.2 (1) Strengthen Tier 1 Instruction in all ELA classrooms by following and using the approved viable curriculum (HMH Into Lit) (ELA Department Head, Allyson Moore-Kocher, CC, Amy Var)</p> <p>EA 1.1.2 (2) Administer universal screener to all students at least 3x a year (SW6) (ELA DH, Allyson Moore-Kocher, CC, Amy Var, Literacy Coach, Jonathan Peralto)</p> <ol style="list-style-type: none"> Identify students who are not on grade level. Provide all assessed as not on grade level with timely support through small group instruction in the Tier 1 setting. Monitor progress through Common Formative Assessments. <p>EA 1.1.2 (3) Update all curriculum maps and pacing to ensure vertical and horizontal alignment. (ELA DH, Allyson Moore-Kocher, CC, Amy Var, Literacy Coach, Jonathan Peralto)</p> <p>EA 1.1.2 (4) Schoolwide implementation of Core PLCs to collect, share, and analyze student work, discuss strategy implementation, utilize common formative assessments, and reteach. (SW6)</p> <ol style="list-style-type: none"> Improve effectiveness of Core PLCs by examining the Rigor of CFAs. Do they accurately measure student proficiency of benchmark standards? <p>(ELA DH, Allyson Moore-Kocher, CC, Amy Var, Literacy Coach, Jonathan Peralto)</p> <p>EA 1.1.2 (5) Provide training and support for schoolwide implementation of EL strategies QTEL to encourage and improve oracy/discourse will be implemented in all classrooms. (SW6) (ELA DH, Allyson Moore-Kocher, CC, Amy Var, Literacy Coach, Jonathan Peralto)</p> <p>EA 1.1.3 (6) iReady My Path Lessons: All students will complete i-Ready My Path lessons (ELA class, study hall, Advisory) to reach their i-Ready diagnostic mathematics stretch goal.</p> <ol style="list-style-type: none"> Students 1 grade level below must pass 1 i-Ready lesson per week. Students 2 grade levels below must pass 2 i-Ready lessons per week. Students 3+ grade levels below must pass 3 i-Ready lessons per week. SpEd and EL students will be assigned lessons through their Care Coordinator and EL Coordinator. 	<p>i-Ready Diagnostic data; fall, winter, spring, proficiency levels</p> <ul style="list-style-type: none"> Progress towards typical & stretch growth <p>Student work products to check for appropriate levels of rigor/challenge.</p> <p>Student observational and conversation data during ART learning walks</p> <p>Implementation of EL Strategies monitored during ART and Peer learning walks</p> <p>Data Team progress monitoring:</p> <ul style="list-style-type: none"> -student work analysis -baseline (CFA) data -targeted strategy -common formative assessment results <p>Weekly department grade level & team meetings.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$7,000 <input checked="" type="checkbox"/> Title I, \$38,000 <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 checked="" type="checkbox"/> SPPA, \$65,000 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<p>(ELA Department Head, Allyson Moore-Kocher, CC, Amy Var, Literacy Coach, Jonathan Peralto, SPED Department Head, Maile Nihipali)</p> <p>EA 1.1.3 (7) i-Ready training for ELA teachers to use instructional tools on the i-Ready platform to assess & scaffold instruction based on student needs. Standards Mastery, Comprehension Checks, & Prerequisites. (SW6)</p> <p>(ELA DH, Allyson Moore-Kocher, CC, Amy Var)</p>	<p>Curriculum maps to check for alignment to the CCSS, vertical and horizontal alignment</p>	
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<p>Mathematics Proficiency</p> <p>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.</p> <p><i>Required for all HW ES and MS</i></p>	<p>Reference student need & root case:</p> <p>1 (I-VI)</p> <p>Current Math Proficiency Overall: 5% pt. Growth</p> <p>34% on the Math SBA in (23-24) SY (5% pt. Growth to reach 39% proficiency)</p> <p>Longitudinal SBA data for Grade 8, 5% growth in proficiency each year as measured by Spring Diagnostic from 6th grade to 8th grade.</p>	<p>EA. 1.1.3 (1) Strengthen Tier 1 instruction in all Math classrooms, by following and using viable curriculum - Ready Math & Into Math (Math Department Head, Annie Kitamura)</p> <p>EA 1.1.3 (2) Administer universal screener to all students at least 3x a year (SW6) (Math DH, Annie Kitamura, CC, Amy Var, Literacy Coach, Jonathan Peralto)</p> <ol style="list-style-type: none"> Identify students who are not on grade level. Provide all assessed as not on grade level with timely support through small group instruction in the Tier 1 setting. Monitor progress through Common Formative Assessments. <p>EA 1.1.3 (3) Update all curriculum maps and pacing to ensure vertical and horizontal alignment. (Math Department Head, Annie Kitamura)</p> <p>EA 1.1.3 (4) Schoolwide implementation of Core PLCs to collect, share, and analyze student work, discuss strategy implementation, utilize common formative assessments, and reteach. (SW6) (Math Department Head, Annie Kitamura)</p> <p>EA 1.1.3 (5) Increase oracy/discourse in mathematics classes through the use of BTC PRIME strategies and the Try-Discuss-Connect i-Ready framework to build student ownership, perseverance, and deepen understanding of mathematics. (SW6) (Math Department Head, Annie Kitamura)</p> <p>EA 1.1.3 (6) iReady My Path Lessons: All students will complete i-Ready My Path lessons (math class, study hall, Advisory) to reach their i-Ready diagnostic mathematics stretch goal.</p> <ol style="list-style-type: none"> Students 1 grade level below must pass 1 i-Ready lesson per week. Students 2 grade levels below must pass 2 i-Ready lessons per week. Students 3+ grade levels below must pass 3 i-Ready lessons per week. SpEd and EL students will be assigned lessons through their Care Coordinator and EL Coordinator. <p>(Math Department Head, Annie Kitamura, Literacy Coach, Jonathan Peralto, SPED Department Head, Maile Nihipali)</p> <p>EA 1.1.3 (7) i-Ready training for math teachers to use instructional tools on the i-Ready platform to assess & scaffold instruction based on student needs. Standards Mastery, Comprehension Checks, & Prerequisites. (SW6)</p>	<p>i-Ready Diagnostic data; fall, winter, spring, proficiency levels</p> <ul style="list-style-type: none"> Progress towards typical & stretch growth <p>Student work products to check for appropriate levels of rigor/challenge.</p> <p>Department learning walks focused on PRIME strategies.</p> <p>Data Team progress monitoring:</p> <ul style="list-style-type: none"> -student work analysis -baseline (CFA) data -targeted strategy -common formative assessment results <p>Weekly department grade level & team meetings. Curriculum maps to check for alignment to the CCSS, vertical and horizontal alignment</p>	<p><input checked="" type="checkbox"/> WSF, \$7,000</p> <p><input checked="" type="checkbox"/> Title I, \$25,000</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 checked="" type="checkbox"/> SPPA, \$65,000</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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		(Math Department Head, Annie Kitamura)		
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<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>Reference student need & root case:</p> <p>1 (I-VI)</p> <p>3 (I-VII)</p> <p>High needs groups show significant gaps in proficiency, SBA and i-Ready data; however, growth is trending in the right direction in ELA and Sci,</p> <p>SY 23-24 ELA</p> <ul style="list-style-type: none"> • SBA gap +7% pt. growth over 3 years • i-Ready gap <p>SY 23-24 Math</p> <ul style="list-style-type: none"> • SBA gap 0% growth over 3 years • i-Ready gap <p>SY 23-24 Science</p> <ul style="list-style-type: none"> • SBA gap +6% pt. growth over 3 years 	<p>EA 1.1.4 (1) To develop proficient and engaged readers and writers who can comprehend complex texts, communicate effectively, and use literacy skills to succeed in all academic areas and in life. (SW6)</p> <p>a. Enhance reading comprehension skills. Implement explicit instruction in reading comprehension strategies (e.g., summarizing, questioning, predicting, clarifying, visualizing).</p> <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ○ Reciprocal Teaching: Students and teachers take turns leading discussions about a text, using the strategies of summarizing, questioning, clarifying, and predicting. ○ Close Reading: Students engage in a careful and thorough analysis of a text, paying close attention to its language, structure, and purpose. ○ Graphic Organizers: Use visual tools such as concept maps, story maps, and Venn diagrams to help students organize information and understand relationships within a text. <p>b. Incorporate small-group instruction and differentiated reading activities to address diverse student needs.</p> <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ○ Guided Reading: Teachers work with small groups of students who are reading at a similar level to provide targeted instruction and support. ○ Literature Circles: Students meet in small groups to discuss a common text, with each student taking on a different role (e.g., discussion director, summarizer, vocabulary enricher). <p>c. Promote independent reading and provide opportunities for students to select texts based on their interests and reading levels.</p> <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ○ Sustained Silent Reading (SSR): Provide dedicated time for students to read books of their choice. ○ Reading Conferences: Meet individually with students to discuss their reading progress, provide feedback, and help them select appropriate books. <p>d. Integrate vocabulary instruction that focuses on both academic and content-specific vocabulary.</p> <p>Direct Vocabulary Instruction: Explicitly teach new vocabulary words using strategies such as defining, providing examples, and using the words in context.</p> <ul style="list-style-type: none"> • Contextual Clues: Teach students how to use context clues in a text to determine the meaning of unfamiliar words. 	<p>Administer regular formative assessments (e.g., quizzes, class discussions, writing responses) to monitor student comprehension of assigned texts.</p> <p>Use standardized assessments or benchmark assessments to track student growth in reading comprehension over time.</p> <p>Analyze student work samples (e.g., essays, projects, presentations) to evaluate their ability to apply reading comprehension skills in different contexts.</p>	<p><input checked="" type="checkbox"/> WSF, \$14,000</p> <p><input checked="" type="checkbox"/> Title I, \$36,000</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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	<p>The disparity in scores among the various student groups reflect the need to consistently provide standards-based Tier 1 and 2 instruction in the classrooms for all students.</p>	<ul style="list-style-type: none"> • Word Roots and Affixes: Teach students common word roots, prefixes, and suffixes to help them decode and understand new words. <p>e.. Improve writing proficiency.</p> <ul style="list-style-type: none"> • Provide explicit instruction in the writing process (e.g., planning, drafting, revising, editing, publishing) and various writing genres (e.g., narrative, informative, argumentative). <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ○ Writer's Workshop: Provide dedicated time for students to work on their writing projects, with opportunities for mini-lessons, individual conferences, and peer feedback. ○ Modeling: Teachers model effective writing strategies and provide examples of high-quality writing. <ul style="list-style-type: none"> • Offer regular opportunities for students to write for different purposes and audiences. <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ○ Authentic Writing Tasks: Assign writing tasks that have a real-world purpose and audience, such as writing letters to the editor, creating brochures, or developing websites. ○ Cross-Curricular Writing: Integrate writing activities into all subject areas to reinforce literacy skills and demonstrate the importance of writing in different disciplines. <ul style="list-style-type: none"> • Teach grammar, mechanics, and style in the context of student writing. <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ○ Sentence Combining: Teach students how to combine simple sentences into more complex sentences to improve their writing style. ○ Grammar Mini-Lessons: Provide short, focused lessons on specific grammar and mechanics concepts as needed, based on student writing samples. <p>f. Foster a love of reading and writing.</p> <ul style="list-style-type: none"> • Create a classroom environment that celebrates literacy and values student voice. <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ○ Classroom Library: Create a classroom library with a wide variety of books that reflect students' interests and cultural backgrounds. ○ Student Choice in Reading and Writing: Allow students to choose their own reading materials and writing topics whenever possible. 	<p>Evaluate student writing samples using rubrics that assess specific writing skills (e.g., organization, clarity, evidence, grammar).</p> <p>Track student progress in writing through the collection of writing portfolios.</p> <p>Provide students with regular feedback on their writing and opportunities for revision.</p> <p>Monitor the progress of students receiving interventions through regular progress monitoring.</p>	
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		<ul style="list-style-type: none"> • Provide opportunities for students to share their reading and writing with others (e.g., author's chair, book talks, writing workshops). <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ◦ Book Talks: Students share their favorite books with the class to generate interest and enthusiasm for reading. ◦ Author's Chair: Students share their original writing with the class and receive feedback from their peers. <p>g. Provide effective literacy instruction for all students.</p> <ul style="list-style-type: none"> • Provide professional development for teachers on evidence-based literacy instruction. <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ◦ Ongoing Professional Development: Provide teachers with ongoing training and support in effective literacy practices, such as the Science of Reading, differentiated instruction, and culturally responsive teaching. ◦ Coaching and Mentoring: Provide opportunities for teachers to receive individualized coaching and mentoring on their literacy instruction. <ul style="list-style-type: none"> • Ensure that all students have access to the resources and support they need to succeed in literacy. <p>Effective Literacy Strategies:</p> <ul style="list-style-type: none"> ◦ Access to Technology: Provide students with access to technology, such as computers, tablets, and literacy software, to support their reading and writing development. ◦ Parent Involvement: Communicate regularly with parents about their child's literacy development and provide them with resources and strategies to support literacy at home. <p>EA 1.1.4 (2) Develop a balanced assessment system that includes teacher-created common assessments, school-wide PLCs, and student voice. (SW6)</p> <ol style="list-style-type: none"> a. Provide Department time to develop CFAs and focus professional development to address rigor and appropriate challenge. b. Implement student-led conferences. <ul style="list-style-type: none"> ◦ Provide teachers with professional development in student reflection, and planning for student-led conferences ◦ Utilize Skills for Life-Long Learning - Self-Reflection c. Provide training in formative assessment as it relates to Tools for Teachers and using the Interim Connections Playlist. 	<p>Analyze student achievement data to identify gaps in literacy instruction and address them through targeted interventions and professional development.</p> <p>Conduct classroom observations to ensure that teachers are implementing effective literacy practices.</p> <p>i-Ready Diagnostic data; fall, winter, spring, proficiency levels</p> <ul style="list-style-type: none"> • Progress towards typical & stretch growth <p>Admin Learning Walk Data</p> <p>SDI Fidelity Checks</p>	
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		<p>d. Build teacher capacity to review data from formative assessments to identify areas of strength and areas of need across students and classes to make instructional shifts, adjust and inform next steps as a result of student formative assessment data.</p> <p>e. Establish PLCs for Elective Department Teachers to address the variability within the school setting.</p> <p>(Lisa Souza, Principal, CC, Amy Var, Math DH, Annie Kitamura, Literacy Coach, Jonathan Peralto)</p> <p>EA 1.1.4 (3) Develop Common grading policies and effective assessment practices. (SW6)</p> <p>a. Share with teams examples of common grading practices used in middle school teaming. The goal is to have common grading policies established by SY 24-25.</p> <p>b. Provide teachers with professional development Visible Learning: Learning Targets and Success Criteria.</p> <p>c. Begin to incorporate Learning Targets and Success Criteria in Department PLCs and Tier 1 Instruction</p> <p>(Lisa Souza, Principal, CC, Amy Var, Math DH, Annie Kitamura, Literacy Coach, Jonathan Peralto)</p> <p>EA 1.1.4 (3) EL specific activities (e.g. EL Success Initiative, ESL/ELD) (SW6)</p> <p>a. EL & Inclusive Practices Training: All teachers will receive training and support in inclusive practices, ensuring that they have the necessary skills and knowledge to create inclusive learning environments that cater to the diverse needs of all students.</p> <ul style="list-style-type: none"> Revisit Thinking Maps strategies for implementing more language instruction and student opportunities to practice the language in classes. <p>b. EL Teacher</p> <ul style="list-style-type: none"> will use WIDA Access test data to make appropriate student groupings into ELL classes, individualize instruction to target student needs in language and literacy development. Purchase curriculum for ELL classes that is aligned to WIDA standards and includes formative assessments. Make available to teachers resources and strategies for including academic language instruction and practice in content and elective classes. <p>(EL Teacher, Colleen Murphy, CC, Amy Var, Literacy Coach, Jonathan Peralto)</p> <p>EA 1.1.4 (4) SPED specific activities (e.g. EBP's) (SW6)</p>	<p>Participation logs and participant survey data for family events</p>	
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		<p>a. Build teacher capacity to develop educationally meaningful IEPs that are sufficient to enable students to make progress.</p> <p>b. Provide teacher training in Evidence Based Practices, EBPs and monitor implementation of EBP with fidelity checks</p> <p>c. Develop SDI elective sections in the Master Schedule to implement Core + model</p> <p>(SPED DH, Maile Nihipali, SSC, Shannon Salomon)</p> <p>EA 1.1.4 (5) ALL teachers will utilize WIS Schoolwide Tier-1 Instructional Strategies (SW6)</p> <p>a. Instructional Leadership Team, ILT - will develop Schoolwide Tier-1 Instructional Strategies.</p> <ul style="list-style-type: none"> • Reflecting on Schoolwide Classroom Observation and Data Collection • Gather teacher feedback to continue to refine practice and process. <p>b. Improve New Teacher Support Program.</p> <ul style="list-style-type: none"> • All new teachers to the school and probationary teachers (1-3 years) will participate in Powerful Teaching and Learning training. • Provide targeted more intensive mentoring/coaching support. • Provide all new teachers with coaching support in classroom management, getting to know the needs of young adolescents and Tier 1 Instruction <p>c. All teachers will participate in off campus Learning Walks at least once a year.</p> <p>d. Academic Coaches will provide Tier 1 quarterly refresher training as needed.</p> <p>e. Classroom Observations 2xs a year, teacher reflection with opportunities for staff reflection, planning and commitment to next steps.</p> <p>f. Develop a strong coaching component that includes building model classrooms to support individual teacher growth.</p> <p>(Principal, Lisa Souza, VP, Anne Kauhi, CC, Amy Var, Literacy Coach, Jonathan Peralto, Math DH, Annie Kitamura)</p> <p>EA 1.1.4 (6) Provide Content-Specific Professional Development to address the GAP (SW6)</p>		
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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>Reference student need & root causes:</p> <p>2A-D (I-IV)</p>	<p>EA 1.1.5 (1) Transition Workshops during Summer Bridge: Offer transition workshops that focus on study skills, time management, organizational strategies, and other essential skills for success in middle school. These workshops can be conducted during the summer or as part of the orientation process. (SW6)</p> <p>(VP, Anne Kauhi, 6th Grade Team Leaders, Ryan Moreau and Lisa Mahuna, 6th Grade Counselor)</p> <p>EA 1.1.5 (3) Transition activities from middle to high school (SW6)</p> <ul style="list-style-type: none"> a. Goal Setting and Planning as part of Student Led Conferences b. Parent Involvement during Shadow Day: Engage parents in the transition process by providing resources, hosting information sessions, and encouraging open communication between parents, students, and school staff. c. Continue collaboration with High School to provide teachers and students important information about the high school programs. <p>(Principal, Lisa Souza, VP, Jodi Ferreira, Counseling Department Head, Christian Freitas, 8th Grade Counselor)</p> <p>EA 1.1.5 (4) Middle-Level Teaming support provided.</p> <ul style="list-style-type: none"> a. Provide teachers with professional development on Successful Teaming in the Middle School - Jack Bereckmeyer b. All teachers will participate in a schoolwide book study on Successful Middle School Teaming c. All teachers will receive training on teaching in a block period. - Rick Wormeli <p>(Principal, Lisa Souza, Team Leaders)</p> <p>EA 1.1.5 (5) Vertical articulation with elementary and high feeder schools.</p> <p>(Administration)</p> <p>EA 1.1.5 (6) Campus tour for incoming 5th grade students from elementary feeder schools.</p> <p>(Student Activities Coordinator, Kim Inouye)</p> <p>EA 1.1.5 (7) Parent informational meeting for incoming 6th graders and new students.</p> <p>(Administration)</p> <p>EA 1.1.5 (8) Continue 6th grade orientation for all incoming 6th graders to familiarize themselves with the campus and their teachers.</p>	<p>Transition Surveys</p> <p>Panorama Surveys</p> <p>Off Track indicators for students in transition grades</p> <p>Grade Level and Team Agenda/Minutes</p> <p>Department Agenda/Minutes</p> <p>Family Engagement Survey</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$24,000 <input checked="" type="checkbox"/> Title I, \$42,000 <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:__, \$
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		<p>(VP, Anne Kauhi, 6th Grade Team Leaders, Ryan Moreau and Lisa Mahuna, 6th Grade Counselor)</p> <p>EA 1.1.5 (9) Explore High School tour for 8th graders.</p> <p>(Student Activities Coordinator, Kim Inouye, VP Jodi Ferreira)</p>		
<p>1.1.6 All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p>	<p>Reference student need & root cause.</p> <p>2A-2D (I-IV)</p> <p>3A-D (I-VII)</p>	<p>EA 1.1.6 (1) Teaming</p> <ul style="list-style-type: none"> <input type="checkbox"/> Team building activities once a quarter will be held to build cohesion among students in the same grade level. <input type="checkbox"/> GL teams will use the AMLE Team approach of knowing where their students are to look at student progress data during weeks 3,5 and 7 of each quarter. <p>(GL VPs, Team Leads)</p> <p>EA 1.1.6 (2) Advisory: During Advisory periods the teacher will: (SW6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confer with students on their academic progress, i-REady diagnostic, My Path Instructional progress, and course grades <input type="checkbox"/> Discuss short/long term goals (personal/academic) <input type="checkbox"/> All Advisory Teachers will be provided a schedule and resources for Advisory lessons utilizing the following resources, Character Strong, Second Step, Wayfinder and Panorama Playbook) <input type="checkbox"/> Each month all teachers will receive training on Advisory lesson plans and resources. <input type="checkbox"/> Address concerns appearing on the Panorama SEL survey results. <p>(GL VPs, Team Leads)</p> <p>1.1.6 (3) HMTSS - CiT3 (SW6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review data from LEI Kulia and Infinite Campus regarding the academics, behavior, social emotional and physical health of students. <input type="checkbox"/> Use data to determine the strengths and needs of our students and next steps. <input type="checkbox"/> Use scoring tool <p>(Behavior Resource Teacher, Sara Nagata, CC, Amy Var, Literacy Coach, Jonathan Peralto)</p>	<p>Schoolwide and Subgroup Data</p> <p>A: Academic - Course Marks and Universal Screener</p> <p>B. Behavior -attendance -chronic Absenteeism -Chapter 19 incidences</p> <p>*SEL: Panorama Survey</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$19,000 <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:__, \$

★ **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> <i>Reference the Identified School Needs section.</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 (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>
<p>Strat Plan % of Ss attending 90% or more days of instruction % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors # of schools, state and complex area offices that have completed the Hā orientation and/or training</p> <p>HWCA Focus Measures Indicator 5: LRE: Appropriate transition between and within schools for SWDs Measurement: Number of transition meetings held for SWDs: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high). Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs. Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of students who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.</p>				
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	17% of students do not attend school regularly (17 or fewer days absent).	EA 1.2.1 (1) Establish Progress Monitoring <input type="checkbox"/> Attendance Meetings held once a month Grade Level (Counselor/Admin) meetings held monthly. <input type="checkbox"/> Pull Data before GL meeting , data will be used month-by-month to identify the continuous at-risk and chronic absences by percentage. <ul style="list-style-type: none"> Examine data for possible functions of student absenteeism. Identify trends in the data Decision making - tweak, continue or remove, use Progress Monitoring Tracker 	Panorama SEL Survey - Sense of Belonging SQS Daily attendance rate Regular attendance rate	<input checked="" type="checkbox"/> WSF, \$8,000 <input checked="" 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:__, \$

		<ul style="list-style-type: none"> <input type="checkbox"/> Progress Monitoring with Grade Level Teams - attendance referrals submitted if needed <input type="checkbox"/> Push-into Team Mtgs bi-monthly Week 3,5,7 <input type="checkbox"/> End of the year anonymous student survey <input type="checkbox"/> Share attendance data and trends at monthly staff meetings, Attendance Tier Detail. <p>(Behavior RT, Sara Nagata, Counseling DH, Christina Freitas)</p> <p>EA 1.2.1 (2) Attendance intervention strategies</p> <p>Establish Red Flag Indicators (go direct to Tier 2 or 3 Interventions. Examples 2 or more absences in the first 20 days , Increasing absences. Any student who has consistently been in the at-risk attendance category for an extended period of 3 or more months</p> <p>(Counseling DH, Christina Freitas, Behavior RT, Sara Nagata)</p> <p>EA 1.2.1 (3) Ongoing Communication with families</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize Open House - Beginning of Year events to highlight the importance of attendance and share resources. <input type="checkbox"/> Send home the beginning of the year Parent letter regarding the importance of good attendance. <input type="checkbox"/> Send home color-coded attendance letters to all students indicating each student's current attendance rate each quarter. <input type="checkbox"/> Tip sheets in school newsletter or separate Parent Square message <input type="checkbox"/> Share with parents about our attendance data relative to our goals. <p>(Behavior RT, Sara Nagata, PCNC, Kayci Benevides)</p> <p>EA 1.2.1 (4) Provide families and students with resources and a motivation system</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide an attendance chart for home monitoring in student planners. <input type="checkbox"/> Lesson for Families about extending holiday vacations. 		
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		<p><input type="checkbox"/> Ask staff to include good, bad, and at-risk attendance in all conferences with families.</p> <p>(VP, Anne Kauhi)</p> <p>EA 1.2.1 (5) Provide a motivational system and recognition</p> <p><input type="checkbox"/> Raffle Tickets- Select several days each month to distribute raffle tickets to every student in school that day in am holding areas.</p> <p><input type="checkbox"/> Choose days during problematic times. Such as during the week before or after breaks.</p> <p><input type="checkbox"/> Monthly attendance recognition</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular attendance (no more than 5% absences) <input type="checkbox"/> Improved Attendance (compared with the previous month) <input type="checkbox"/> Perfect attendance for the month <p>(SAC, Kim Inouye, GL Counselors, Behavior RT, Sara Nagata, GL VPs)</p> <p>EA 1.2.1 (6) Tier 3 Interventions Function-Based Assessments for students with 20%+ absenteeism</p> <p><input type="checkbox"/> Social worker, counselor. and/or admin can complete Safe and Civil's <i>Functional Behavior Assessment of Absenteeism and Truancy</i>.</p> <p><input type="checkbox"/> Design and implement interventions using Safe and Civil Book</p> <ul style="list-style-type: none"> ○ A clear description of behaviors of concern ○ Contributing factors such as setting events and antecedents ○ Hypothesized functions ○ One or more interventions that address hypothesized functions and contributing factors <p><input type="checkbox"/> Monitor student attendance</p> <p><input type="checkbox"/> Acknowledge and reward improvement.</p> <p>[Chrsiina Freitas, Counseling DH, Behavior RT, Sara Nagata]</p>		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Reference student need & root cause.</p> <p>2A-2D (I-IV)</p>	<p>EA 1.2.2(1) PBIS Program/Activities (SW6)</p> <ol style="list-style-type: none"> Clear Schoolwide Expectations Guidelines for Success: Establish clear and consistent expectations for behavior. Communicate these expectations with students, staff, and parents. <ul style="list-style-type: none"> <input type="checkbox"/> Open House <input type="checkbox"/> Student Opening Packet <input type="checkbox"/> Opening of School Teaching schedule <input type="checkbox"/> Quarterly Re-teach, every return from break <input type="checkbox"/> Schoolwide Signage - Common Areas, Classrooms <input type="checkbox"/> Lessons provided for all staff <input type="checkbox"/> Training for all staff Establish clear Classroom Rules for each classroom that are posted in classrooms and shared with families, syllabus, Schoology, Parent Square, etc. Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Management for New Teachers <input type="checkbox"/> Mid-Year Teacher Refresh <input type="checkbox"/> Substitute Teachers <input type="checkbox"/> Provide ongoing professional development for teachers and staff on creating a positive school culture. Responsive Classroom Practices: Adopt responsive classroom practices that focus on social-emotional learning. Teach and reinforce skills such as self-awareness, self-regulation, and responsible decision-making. Continue to develop WIS PBIS systems through the PBIS Rewards program. Titan Store(s), Raffles, and Behavior Management First 30 days - create lessons and schedule with the behavior team for SY 202-2026. Behavior Leadership Team continues to develop SW Behavior Plan and provide opportunities to train staff Quarterly Incentives continuous tweaking based on student behavior data. Provide Training and support in implementation of Code Red protocols. 	<p>PBIS data reviewed quarterly with staff</p> <p>LEI Kulia MMSS Behavior Risk reviewed quarterly with Teams</p> <p>Disaggregated suspension rates (Indicator 4) reviewed quarterly with Admin, SPED DH and SSC</p> <p>Ensure that the anti-bullying program is regularly reviewed and updated to reflect best practices and address emerging issues.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$32,000 <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:__, \$
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		<p>(Behavior RT, Sara Nagata, GL VPs)</p> <p>EA 1.2.2 (2). Implement a comprehensive and proactive anti-bullying program. (SW6)</p> <p>a. Develop and implement a multi-faceted anti-bullying program that includes clear definitions of bullying (including cyberbullying), school-wide policies, reporting procedures, and a range of interventions and consequences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that students and staff are educated about bullying prevention, and create a culture where bullying is not tolerated. <input type="checkbox"/> Ensure that students and staff are educated about bullying prevention, and create a culture where bullying is not tolerated. <input type="checkbox"/> Provide a clear reporting method, train school community <p>b. Educate and empower students and staff to prevent and respond to bullying.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Train staff to respond to and prevent bullying - Provide training for teachers on recognizing and addressing bullying, creating a consistent and supportive approach across classrooms. <input type="checkbox"/> Deliver age-appropriate education to students on bullying prevention, digital citizenship, responsible internet use, and strategies for bystander intervention. <input type="checkbox"/> Utilize Monthly Anti-Bullying Themes <p>c. Foster strong partnerships with families to address and prevent bullying.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop and implement strategies to communicate effectively with families about the school's anti-bullying program, policies, and reporting procedures. <input type="checkbox"/> Provide families with resources and support to help them address bullying at home and reinforce the school's anti-bullying messages. Documentation for families should include: 		
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		<ul style="list-style-type: none"> <input type="checkbox"/> Definition of bullying, including examples of each type <input type="checkbox"/> School policies <input type="checkbox"/> Reporting methods <input type="checkbox"/> Student responsibilities <input type="checkbox"/> School responsibilities <input type="checkbox"/> Possible consequences and interventions <p>d. Monitor and evaluate the effectiveness of anti-bullying efforts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish a system for documenting and tracking bullying incidents, including the types of bullying, individuals involved, and outcomes of interventions. <input type="checkbox"/> Conduct annual anonymous student surveys to assess the prevalence of bullying, student perceptions of safety, and the effectiveness of prevention efforts. <input type="checkbox"/> Use data to inform program improvements and ensure that anti-bullying efforts are meeting the needs of all students. <input type="checkbox"/> Utilize Anonymous student surveys annually <p>(Counseling DH, Christina Freitas, Behavior RT, Sara Nagata, GL VPs)</p> <p>EA 1.2.2 (3) Continue to develop MTSS by utilizing the CiT3 and Safe and Civil Schools frameworks. (SW6)</p> <ul style="list-style-type: none"> a. Incorporate fidelity checks for Interventions b. Focus on Tier 1 support c. Incorporate Progress Monitoring Tier 2 and 3 Behavior Support. <p>(Behavior RT, Sara Nagata)</p> <p>EA. 1.2.3 (4) Develop school-level teacher-created SEL Curriculum to supplement Second Step and Character Strong programs that complement Second Step and Character Strong. (SW6)</p> <p>(Counseling DH, Christina Freitas, Behavior RT, Sara Nagata)</p> <p>EA 1.2.2 (5) Utilize student voice and leadership to improve school safety/climate. (SW6)</p>		
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		<ul style="list-style-type: none"> a. Establish a Student Leadership Advisory Council - Ambassadors to give student feedback on PBIS program b. Facilitate focus groups for students to address student concerns and building a positive school culture. c. Establish Student Body Government <p>(SAC, Kim Inouye, Behavior RT, Sara Nagata)</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>Reference student need & root cause.</p> <p>2A-2D (I-IV)</p>	<p>EA 1.2.3 (1) Nā Hopena A'o Activities (SW6)</p> <ul style="list-style-type: none"> a. Provide Teacher Professional Development b. Sustainability/Service activities c. Activities that promote inclusivity and celebrate diversity <ul style="list-style-type: none"> <input type="checkbox"/> Monthly values <input type="checkbox"/> Smaller Learning Communities/School Teams <input type="checkbox"/> Wellness/SEL activities <input type="checkbox"/> Sustainability/Service activities <input type="checkbox"/> Activities that promote inclusivity and celebrate diversity <p>EA 1.2.3 (3) Āina Aloha programs/activities</p> <ul style="list-style-type: none"> a. Mural b. Hawaiian Language 	<p>Aina Aloha Committee mid-year and end of year progress tracker.</p> <p>Student Safety Dimension: Panorama Student Perception Survey</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$8,000 <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:__, \$

★ **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> <i>Reference the Identified School Needs section.</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 (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>
<p>Strat Plan % of schools offering career exploration and development activities for students % of schools offering opportunities to participate in civic learning and active civic engagement</p> <p>Complex-specific CTE K-5 Career Connected Learning 6-8 Career Guidance in Middle Level Education 9-12 High School Career Pathways</p> <p>K-5 Computer Science-Foundational 6-8 Foundational and/or Intermediate Level 9-12 CTE IT Pathway</p> <p>HWCA Focus Measures Indicator 13 for (Middle and High Schools): Goal: 100% of IEPs meet Post-High School Transition audit. Progress Monitoring: Audit 2 IEPs a quarter that were completed in the previous quarter for quality adherence to the Monitoring and Compliance Requirements (Complex will audit).</p>				

<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Reference student need & root cause.</p> <p>1A, 1B (IV-VI)</p> <p>2A - D</p>	<p>EA 1.3.1 (1) Extended Learning Opportunities/Enrichment Programs in preparation for high school success. (SW6) Opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Career Pathway course (8th grade) • National History Day • Science Fair • Career Fair • Robotics Competition • Field Trips • SEL Curriculum and Soft Skills • Career Guidance in Advisory • Career Day • JTTU • After School Clubs - competitions, real-world hands-on experiences <ul style="list-style-type: none"> ◦ History Day ◦ Art Club ◦ VEX Robotics ◦ Theater ◦ Journalism/Yearbook 	<p>Participation</p>	<p><input checked="" type="checkbox"/> WSF, \$14,000</p> <p><input checked="" type="checkbox"/> Title I, \$60,000</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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<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> <p><i>Required for all HW MS</i></p>	<p>Reference student need & root cause.</p> <p>1A-B (I, II, IV, V, VI)</p> <p>3A-D (I-VII)</p>	<p>EA 1.3.2 (1) Middle School/Intermediate: Students will be given opportunities to engage in activities that will assist them in making career pathway decisions in high school. (SW6)</p> <ol style="list-style-type: none"> Develop an Elective PLCs that will share student work samples of career exploration learning activities in their content area and provide direct instruction into how their course aligns with WHS Career Pathway options The school will select a standard employability skill list (Soft Skills) that will be utilized schoolwide in advisory and shared during Student Led Conferences. Continue Career Exploration Committee to survey school community needs, establish goals and objectives, research options, attend professional development, collaborate with WHS and design a draft of Pre-Academy structure. Increase the number of hands-on career exploration opportunities, such as job shadowing, internships, and volunteer experiences, by 25% over the next two academic years. Expand partnerships with local businesses and organizations to provide students with diverse career exposure and mentorship opportunities, with a target of establishing 5 new partnerships per year. Develop and implement a career interest and skills assessment tool, and ensure that 80% of students complete the assessment and receive personalized guidance on potential career paths in Advisory with assistance from Counselors. Integrate career-related learning activities into core subjects, such as math, science, and language arts, so that students can see the relevance of their coursework to future careers. Provide students with increased opportunities to engage with career professionals through guest speaker events, career fairs, and informational interviews, with the goal of hosting at least three such events per year. 	<p>Student Work from Elective Department PLC that showcases career exploration integration.</p> <p>8th Grade exit survey</p> <p>Career Exploration Committee mid-year and end of year progress tracker.</p> <p>Increase the number of hands-on career exploration opportunities, such as job shadowing, internships, and volunteer experiences, by 25% over the next two academic years. -By the end of the first semester: Identify potential partners and develop a system for tracking student participation in hands-on opportunities. By the end of the first year: Increase the number of hands-on opportunities by 10%. -Mid-point of the second year: Increase the number of hands-on opportunities by 20%.</p> <p>Expand partnerships with local businesses and organizations to provide students with diverse career exposure and mentorship opportunities, with a target of establishing 5 new partnerships per year. -By the end of the first semester: Identify and contact at least 10 potential business partners.</p>	<p><input checked="" type="checkbox"/> WSF, \$18,000</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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		<p>CTE Road Map</p> <p>(Patrick Jenkins, VP CTE Committee Lead, Elective Department Head, Technology Coordinator, Lori Sakata, Registrar, Randall Kaya, Counseling DH, Christina Freitas)</p> <p>EA 1.3.2 (2) Implement a rigorous, standards-aligned curriculum: Ensure that all courses are aligned with state standards and prepare students for the academic challenges of high school and beyond. This includes a focus on developing critical thinking, problem-solving, and analytical skills.</p> <p>(Principal, Lisa Souza)</p> <p>EA 1.3.2 (3) Offer exploratory courses in various career pathways: Introduce students to different career pathways through exploratory courses, guest speaker presentations, and hands-on activities. This will help them begin to identify their interests and potential career goals. (SW6)</p> <p>(Vice Principal, Patrick Jenkins)</p> <p>EA 1.3.2 (4) Develop students' academic and study skills: Provide explicit instruction in essential academic and study skills, such as time management, organization, note-taking, and test-taking strategies. This will help students succeed in more demanding high school coursework. (SW6)</p> <p>(Literacy Coach, Jonathan Peralto)</p> <p>EA 1.3.2 (5) Foster partnerships with high schools and post-secondary institutions: Collaborate with high schools and colleges to ensure that middle school coursework is aligned with the expectations of higher education and career pathways. (SW6)</p> <p>(Vice Principal, Patrick Jenkins)</p>	<p>By the end of the first year: Establish 3 new partnerships.</p> <p>-By the end of the third semester: Establish 2 new partnerships.</p> <p>Develop and implement a career interest and skills assessment tool, and ensure that 80% of students complete the assessment and receive personalized guidance on potential career paths.</p> <p>-By the end of the first semester: Select or develop a career interest and skills assessment tool.</p> <p>-By the end of the first year: Pilot the assessment tool with a small group of students and refine as needed; ensure 40% of students have completed the assessment.</p> <p>-By the end of the third semester: Ensure 60% of students have completed the assessment and received personalized guidance.</p> <p>Integrate career-related learning activities into core subjects, such as math, science, and language arts, so that students can see the relevance of their coursework to future careers.</p> <p>-By the end of the first semester: Identify at least one career-related activity for each core subject.</p>	
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		<p>EA 1.3.2 (6) Provide differentiated instruction and support: Offer a variety of instructional strategies and support services to meet the diverse learning needs of all students, including those who may be struggling or who require advanced coursework. (SW6)</p> <p>(Curriculum Coordinator, Amy Var)</p> <p>EA 1.3.2 (6) Strengthen math foundation: Offer Algebra 1 in 8th grade for qualifying students.</p> <p>(Math DH, Annie Kitamura)</p>	<p>-By the end of the first year: Teachers in each core subject have implemented at least one career-related activity.</p> <p>Provide students with increased opportunities to engage with career professionals through guest speaker events, career fairs, and informational interviews, with the goal of hosting at least three such events per year.</p> <p>-By the end of the first semester: Plan and schedule at least one career-related event.</p> <p>-By the end of the first year: Host at least two career-related events.</p> <p>-By the end of the third semester: Host at least one additional career-related event and gather feedback from students and career professionals.</p>	
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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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>Middle</p> <p>Strat Plan-% of first year and second year teachers participating in the state approved I&M program # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA</p> <p>HWCA Focus Measures</p> <p>Indicator 3: Reading Proficiency: Special Education teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness, Phonics, and Fluency to support Reading Comprehension Progress Monitoring: Pre- and Post- assessment in Passage Reading Fluency and or Word Reading Fluency.</p>				
<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p><i>All HW Schools</i></p>	<p>Reference student need & root cause.</p> <p>1A, !B</p> <p>(I-VII)</p> <p>Cohesive,</p>	<p>EA 2.1.2 (1) Induction & Mentoring Activities</p> <p>a. Complex Area I & M program</p> <p>b. School level I & M activities</p> <p>EA 2.1.2 (2) Professional Development</p> <p>a. 21 Hours PD plan (aligned to root causes/need areas)</p> <p>b. Additional school PD (aligned to root causes/need areas)</p> <p>(Lisa Souza, Principal)</p>	<p>Number of model classrooms established and maintained.</p> <p>Feedback from teachers who observe model</p>	<p><input checked="" type="checkbox"/> WSF, \$24,000</p> <p><input checked="" type="checkbox"/> Title I, \$30,000</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>consistent, and collaborative PD and systems of support are needed to support effective instruction in all classes.</p>	<p>EA 2.1.2 (3) Teachers will continue to engage in planning and professional development days. Teachers will continue to be provided sub days to engage in content-specific PD.</p> <p>EA 2.1.2 (4) To enhance teacher effectiveness and improve student outcomes through a comprehensive instructional coaching program that provides ongoing support, feedback, and professional growth opportunities for teachers. (SW6)</p> <p>a. Establish and support model classrooms.</p> <ul style="list-style-type: none"> ■ Identify and support teachers who demonstrate exemplary Tier 1 instructional practices to serve as model classroom teachers. ■ Provide model classroom teachers with resources, professional development, and release time to support their work. ■ Develop a system for other teachers to observe model classrooms and learn from effective practices. ■ Facilitate collaboration and sharing of best practices among model classroom teachers. <p>b. Provide individualized coaching to teachers.</p> <ul style="list-style-type: none"> ■ Assign coaches to work with individual teachers to provide personalized support and feedback. ■ Provide coaches with training and resources on effective coaching strategies, including observation, feedback, and goal-setting. ■ Establish a coaching cycle that includes pre-observation conferences, classroom observations, and post-observation conferences. ■ Use data from classroom observations and student outcomes to inform coaching goals and strategies. <p>c. Implement learning walks to promote instructional improvement.</p> <ul style="list-style-type: none"> ■ Conduct regular learning walks in classrooms to observe instructional practices and provide 	<p>classrooms.</p> <p>Documentation of best practices shared by model classroom teachers.</p> <p>Number of teachers receiving individualized coaching.</p> <p>Teacher feedback on the effectiveness of coaching.</p> <p>Improvement in teacher practice as measured by classroom observation rubrics.</p> <p>Impact of coaching on student outcomes.</p> <p>Frequency of learning walks conducted.</p> <p>Teacher perception of the value and supportiveness of learning walks.</p> <p>Evidence of changes in teacher practice as a result of feedback from learning walks.</p> <p>Clarity and consistency of the defined Tier 1</p>	<p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>
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		<p>teachers with feedback.</p> <ul style="list-style-type: none"> ■ Develop a protocol for learning walks that focuses on specific instructional areas, such as student engagement, differentiation, or use of technology. ■ Ensure that learning walks are non-evaluative and focused on providing support and promoting professional growth. ■ Provide teachers with timely feedback following learning walks and opportunities to discuss their practice. <p>d. Develop and implement a Tier 1 instructional model.</p> <ul style="list-style-type: none"> ■ Define the essential components of effective Tier 1 instruction based on research and best practices. ■ Provide professional development to all teachers on the Tier 1 instructional model. ■ Support teachers in implementing the Tier 1 model in their classrooms through coaching, mentoring, and collaborative planning. ■ Monitor the implementation of the Tier 1 model through classroom observations and data collection. <p>(CC, Amy Var, Literacy Coach, Jonathan Peralto, Behavior RT, Sara Nagata, Math DH, Annie Kitamura)</p>	<p>instructional model.</p> <p>Teacher understanding and implementation of the Tier 1 model.</p> <p>Fidelity of implementation of the Tier 1 model, as measured by classroom observations.</p> <p>Impact of the Tier 1 model on student engagement and achievement.</p>	
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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 <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> 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 to execute the enabling activity.</i>
Strat Plan -% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
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>	Continue to fill 100% of SCC positions.	EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities <ol style="list-style-type: none"> Monitor Academic Plan Hold two community meetings annually Nominate and hold elections for new members Complete SCC Self Assessment & Principal Survey (Principal, Lisa Souza)	SCC member roster and agendas SCC Principal Survey	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$3,000 <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.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	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 to execute the enabling activity.
Middle HWCA Focus Measures Indicator 8: Parent Involvement: Goal: 100% of parents are provided the annual survey during the annual IEP meeting. Progress Monitoring: % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.				
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels <i>All HW Schools</i>	SQS - Growth by 5% pts. Communication Ques #11 I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me. SY 23-24 3.9/5.0 to 4.1 the following year SQS Parent Participation rate increase by 20% to 28.3% the following year	EA 3.3.2 (1) Communicate with the school community through school website and/or social media. <ol style="list-style-type: none"> Continue key communication practices, Parent/Student Square, and Weekly Connects. Provide families with opportunities to learn how to navigate Infinite Campus, School Website and other school specific applications. Families will receive timely responses from their child's teachers, counselor, and administrator(s). Parents will receive a copy of their child's Panorama survey, i-Ready diagnostic results and color coded attendance letter. EA 3.3.2 (2) Families will actively engage in Student Led Conferences (Principal, Lisa Souza, VP, Patrick Jenkins, SAC, Kim Inouye, PCNC, Kayci Benevides, Behavior RT, Sara Nagata)	School websites or social media calendar SQS Data <ul style="list-style-type: none"> Parent Participation Parent Survey question #11 	<input checked="" type="checkbox"/> WSF, \$8,000 <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:____, \$

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

Total student instructional hours per year <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>	[1092]
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: [SY2526 WIS Bell schedule]	