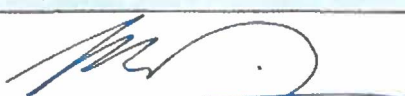


Iao Intermediate School Academic Plan SY 2025-2026

260 South Market Street,
Wailuku HI 96793
808-727-5200
iaoschool.org

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

Submitted by Principal Matt Dillon	
	03/28/25

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/11/25

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	'23 CommonLit 360 6-8 -	Carnegie Learning Middle School Mat... -	OpenSciEd.org.	Journey Across Time
Grade 7	'23 CommonLit 360 6-8 -	Carnegie Learning Middle School Mat... -	OpenSciEd.org	History of the Hawaiian Kingdom: Pacific Neighbors (Bess Press)
Grade 8	'23 CommonLit 360 6-8 -	Carnegie Learning Middle School Mat... -	OpenSciEd.org.	Early American History
EL Language Acquisition All Grades	Other: - TEAM ToolKit, FlnishLine for ELs, Supplement-Imagine Learning			

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	Springboard, Teacher Created, IXL ELA	KHAN Academy	Kessler Science, Globe Physical Science Concepts and Challenges Textbook	
Grade 7	Teacher Created, Achieve3000	KHAN Academy, IXL Math, Rocket Math	Teacher Created	
Grade 8	Springboard, Achieve3000, IXL ELA	Teacher Created	STEMSCOPES, Glenco Sciences: Earth Science	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 6	Other: ▾ Achieve3000	Other: ▾ IXL Math
Grade 7	Other: ▾ Achieve3000	Other: ▾ IXL Math
Grade 8	Other: ▾ Achieve3000	Other: ▾ IXL Math

IDENTIFIED SCHOOL NEEDS

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

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☒ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Full Self-Study: 2024-2025
- ☐ Other current accreditation self-study

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2028

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

Year of Next Self-Study:

2031

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

Root/Contributing cause(s): Some students may lack motivation, have poor organization skills, have difficulty resisting negative peer influence, have a dependency on phone use, are influenced by social media, have difficulty maintaining positive relationships, lack a growth mindset, have difficulty processing productive criticism, have difficulty expressing needs appropriately, have poor role models outside of school, have difficulty seeing a future and setting goals to get there, have experienced trauma, be dealing with the impacts of poverty, lack family or housing stability, have erratic sleep pattern, lack healthy meals, and/or lack the skills/tools for coping with stress

Some teachers may have poor classroom management. Some teachers may lack understanding of and not have strategies to address adolescent students who have not fully developed the frontal cortex and lack impulse control and emotional regulation, impacts of poverty, and impacts of trauma. Students learn better when there is a consistent message and consistent routines.

2	<p>Student Need: Reading Comprehension-Current Achieve3000 diagnostic data indicates 84 % of students are below proficiency (one or more grade levels below) in reading. 23-24 ELA SBA data for current students indicates 54% of students are below proficiency. Deficits in the following areas were previously noted by teachers: reading fluency, content vocabulary, utilization of reading strategies to comprehend text, utilization of text evidence to support thinking, perseverance when reading larger texts.</p> <p>Root/Contributing cause(s): Students lack decoding skills which impacts fluency and comprehension. Students do not get enough opportunities to practice reading at their individual levels at home and school due to a lack of leveled materials. Some students may need small group or individualized direct instruction with a teacher who understands the fundamentals of reading instruction. Differentiated computer supplementary reading programs (i.e. Achieve3000) are underutilized to make positive gains. Poor vocabulary acquisition affects fluency and comprehension. Students lack long-term focus/ stamina to read extensive or challenging text. Students are unable to make connections to what they're reading. Instruction may not be utilizing strategies to build comprehension and keep students engaged with their reading. Students have developed a dependence on computers, phones and technology.</p>
3	<p>Student Need: Writing-SBA data identifies brief writes for narratives, arguments, and writing conventions as areas of weakness. Teachers identified student deficits in the following areas: grammar usage, critical thinking strategies, effective written responses that use text evidence to support claims, expression of thought in narratives, expository text and argumentative writing, and use of self-reflection and monitoring to track personal progress.</p> <p>Root/Contributing cause(s): Students may not be reading enough to see models of effective writing. Students may lack background knowledge in grammar instruction. Limited vocabulary can restrict their ability to express themselves effectively. Mastery of grammar and punctuation is an ongoing process, struggling with technical aspects of writing. Students lack understanding of parts of speech (e.g adverbs, adjectives, pronouns) and need instruction on sentence structure. Students do not habitually revise/edit work to improve it. . kind of a "one and done" culture of assessment. Organizational skills are a struggle. Stream of consciousness in their conversation transfers to a stream of consciousness in their writing. Students are unable to organize their thoughts; unable to organize coherent sentences/paragraphs. Writing narratives in a coherent way can be challenging. Students may be distracted or lack focus and if instruction is done solely by lecturing it will fail - writing instruction needs to be multi-modal and varied to match the various ways students learn. Students are often required to engage in content that is irrelevant to them. Language Barriers(non-native speakers may face challenges due to English as a second language.)</p>
4	<p>Student Need: Math Literacy-IXL diagnostic data indicates 80% of students are below proficiency in math. SBA Data indicates 74% of students are below proficiency in Math. Math teachers previously identified foundational skill sets that need reinforcement to support student attainment of grade-level standards:</p> <ul style="list-style-type: none"> • Understanding of base ten systems, • Fluency with multiplication and division operations • Understanding the order of operations • Operations with fractions • Utilizing reading comprehension and critical thinking skills to understand and solve word problems,

- Application of mathematical concepts in real-life situations.

Root/Contributing cause(s): Many students lack basic fluency in both single and multi-digit addition, subtraction, multiplication, and division. Students lack reading comprehension skills, making it difficult to understand word problems. Students do not know many of the math terms covered in the lessons. Students lack an understanding of basic math concepts and did not master previous benchmarks/standards that support readiness for grade-level standards. Students may have had negative math experiences leading to lack of confidence and a growth mindset around math. Students may have difficulty with perseverance in solving problems and often don't know how to find help when "Stuck" on a problem.

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

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

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

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



Priority 1 High-Quality Learning For All

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

Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
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.	Deficits noted in reading fluency, vocabulary, utilization of reading strategies to comprehend text, utilization of text evidence to support thinking, perseverance when reading larger texts	1.1.2.1 Integrate tiered reading intervention opportunities for all students in both Advisory and content areas through the effective use of online reading programs that include training to all teachers and quarterly review of data to drive identification and use of common school-wide reading strategies. (SW6) Title I Funded: Subscriptions 3502-online intervention reading programs \$55,470 (e.g. IXL, Achieve3000). 1.1.2.2 Provide curriculum, training, and resources to support tiered reading interventions in the Reading Workshop settings (SW6) Title Funded: Instructional supplies (3006) \$10,000. 1.1.2.3 Utilize PTTs in grade six to provide tier three level direct instruction to improve reading fluency Title I Funded- PTT \$15,633, Title 1 Funded-3006-Misc. Instructional supplies-\$4,000. (SW6). Data Coach, Curriculum Coordinator, Homeroom teachers, PTTs, Workshop Teachers.	•Increasing % of students testing proficient on reading diagnostic per quarterly review. •Increasing % of students proficient on the ELA SBA by 3-5% from the previous year. 1.1.2.3 80% of students in pullout increase in ORF per PTT collected data	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I, Supplies- \$14,000 Online Programs- \$55,470 PTT-\$15,633

One-Year Academic Plan SY 2025-2026

Mathematics Proficiency

1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

Lack of math fluency (multi-digit addition, subtraction, multiplication, and division), reading comprehension, and understanding of key math terms, basic math concepts, and previous grade standards.

1.1.3.1 Math teachers (GenEd and SPED) will use common strategies to build conceptual mathematical knowledge and embed critical thinking practices in instruction to strengthen student collaboration, engagement and academic growth (SW6). Title I-Substitutes (20) for district training days \$4237. WSF- Supplies \$1,000.
1.1.3.2 Provide curriculum, training, and resources to support tiered math interventions in the Math Workshop settings (SW6). WSF-instructional supplies \$1,000.
1.1.3.3 Integrate tiered math intervention opportunities to all students in the Advisory block through the effective use of online math programs that include training for all homeroom teachers and quarterly review of data in PLCs.
Data Coach, Curriculum Coordinator, Homeroom/Math teachers

1.1.3.1 Diagnostic and common formative/summative assessment data reviewed with the math department quarterly.
•Increasing % of students testing proficient on math diagnostic per quarterly review.
•Increasing % of students proficient on the Math SBA by 3-5% from the previous year.

- ☒ WSF, supplies \$2,000
- ☒ Title I, \$ substitutes-\$4237.

One-Year Academic Plan SY 2025-2026

Addressing the needs of all students

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

[Link to 25/26 EL Plan](#)

Required for all schools.

Students lack a sense of connection to the school due to language barriers. Identified students often lack foundational math, reading, and writing skills.

1.1.4.1 Students' needs PLC meetings scheduled 2 times per month to provide time for core team teachers, counselors and EL/IDEA support teachers to review data, reflect on student progress, identify interventions, discuss implementation and track results.

1.1.4.2 Utilize waiver days, 21 hours and pull out PD days to support teachers in modifying curricular resources and instructional practices to support the planning of lessons integrating UDL, IEP goals and objectives, WIDA Language Development Standards, language acquisition strategies, and scaffolding strategies to ensure all students have access to grade-level curriculum and instruction. WSF Funded Substitutes as needed (SW6) WSF funded-Title I Funded: WIDA Prime instructional supplies \$6,000, 18 Substitute days for IDEA pull out days \$3,813, Title III-Online programs cost tbd)

1.1.4.3 Review credit recovery practices and ensure students are provided opportunities including virtual programs to complete coursework as needed to ensure timely promotion to high school. WSF Funded: Subscriptions 3502- Edgenuity online program \$35,000.

1.1.4.5 Provide homework assistance for targeted students before and after school and during recess, lunch, and advisory (Funding: Uplinks) (SW6).

Curriculum Coordinator, Data Coach, EL Coordinator, SPED Department Head, Student Services Coordinator, Counselors, Virtual Academy teachers, Uplinks Coordinator

1.1.4.1, 1.1.4.2, Annual Access data will show increasing overall scores for 80% of students identified as English Language Learners. 1.1.4.1, Students receiving IDEA services will demonstrate increasing proficiency in diagnostics and/or ELA and Math SBAs.

1.1.4.3, 1.1.4.4 decreasing numbers of failures.

- ☒ WSF, \$ Online programs \$35,000.
- ☒ Title I Substitutes-\$3813, Instructional supplies-\$6,000
- ☒ Title III, \$
- ☒ Uplinks, \$

Successful transitions

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

Difficulty with: Transitioning to a larger school, movement between multiple teachers with different expectations, increased expectations to be self-directed learners.

1.1.5.1 Provide grade six transition and enrichment as part of the summer school program (Funding-Uplinks).

1.1.5.2 Utilize the grade six Study Skills class, Advisory activities and team activities to support entering grade six students in developing a sense of belonging to lao School.

1.1.5.3 Enhance transition support between feeder schools and the high school (e.g. articulation meetings, IEP transition protocols, student surveys, school visits, field trip to the high school).

Summer School Coordinator, Homeroom Teachers, Study Skills teachers, Workshop Teachers, Math teachers, Data Coach, IDEA Care Coordinators,

1.1.5.1, 1.1.5.3 Minimize the trend of Math and ELA SBA proficiency decreasing for students as they move from grade 5 to grade 6.

1.1.5.2 Panorama SEL Survey data will show increasing positive rates in the sense of belonging from the previous year.

1.1.5.4

- ☐ WSF, \$
- ☐ Title I
- ☒ Uplinks tbd

One-Year Academic Plan SY 2025-2026

Writing

Proficiency

1.1.6 All students write narrative, informational and argumentative brief responses and multi-text passages proficiently by the end of grade eight.

lao School Focus

Limited vocabulary, lack understanding of parts of speech, sentence structure, organization of paragraphs and essays, do not habitually revise/edit work to improve it, instruction needs to be multi-modal

1.1.6.1 Utilize a data team process that includes common assessments, school-wide writing rubrics, and effective analysis of student writing samples across core departments and interdisciplinary teams to guide the integration of differentiated supports across the content to strengthen student writing skills.
1.1.6.2 Utilize common writing strategies across teams to support organization of writing (e.g. RACE, RACES, RACER formats).

Data Coach, Curriculum Coordinator, Team Leads, Department Heads

1.1.6.1 Data team documents reviewed in PLCs 2-3xs per quarter.

SBA writing targets show increasing proficiency from previous year.

1.1.6.2 Analysis of student work samples indicate usage of common strategies.

One-Year Academic Plan SY 2025-2026

Cohesive Core Curriculum 1.1.7
All students have access to consistent and rigorous high quality standards based curriculum in core content areas.
Iao School Focus

ELA SBA Data:
20/21 43%
21/22 37%
22/23- 45%
23/24- 50%

Math SBA Data:
20/21 17%
21/22 22%
22/23-26%
23/24: 29%

HSA Science Data:
20/21 26%
21/22 26%
22/23 27%
23/24: 29%

1.1.7.1 Focus on "What to Learn"-Grade level core content teachers for ELA, Math, Science and Social Studies (GenEd) will meet minimally once per month to strengthen the common use of high quality standards based curriculum through identification of quarterly priority standards and success criteria, identification of rigorous and appropriate curricular and instructional materials, horizontal alignment of pacing guides (template provided), and development of common assessments and rubrics to ensure a consistent and rigorous approach to instruction and assessment practices for all students. (SW6). **Title I Funded** Substitutes 48 days \$10,169
1.1.7.2 Department members will meet minimally once per month to identify and vertically align grade level academic skill sets students need to be successful at meeting content standards.
Math: Title I Funded: Curricular materials (3006) \$25,000.
Science: WSF Funded: Curricular materials (3006) \$20,000, **Title I Funded:** Subscription (3502) for online assessment tool \$8,000,
1.1.7.3 Ensure all teachers and students have access to online programs, equipment, supplies, and other resources needed to provide relevant and engaging instruction that supports all students in achieving grade-level standards and developing the skills needed to thrive in the 21st century (SW6). **WSF Funded per department plans:** Curricular materials/Instructional Supplies-\$20,000, Computers and equipment \$20,000, Instructional/Audio Visual Equipment-\$5,000
Title I funded: Online programs- \$28,171,

1.1.7.1-1.1.7.3
•Review of pacing guides, rubrics and common assessment data indicate a cohesive scope and sequence of curriculum leading to successful attainment of standards
•Increasing % of students testing proficient on math and reading diagnostics per quarterly reviews.
•Increasing % of students proficient on the ELA and Math SBA by 3-5% from the previous year.
•Increasing % of students proficient on the Science HSA by 3-5% from previous year.
•Increasing percentages of positive responses on all areas of SQS.

- ☒ **WSF Curricular materials** \$40,000, Computers/equipment \$20,000, Instructional/Audio Visual Equipment-\$5,000
- ☒ **Title I, Substitutes-\$10,169, Curricular materials \$25,000, Subscriptions for online programs \$34,171,**

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes	Root/Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
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One-Year Academic Plan SY 2025-2026

Improved Attendance

1.2.1. All students desire to and attend school regularly.

Required for all schools.

Students don't feel comfortable on campus due to lack of connection, poor relationship skills or difficulty due to lagging skill sets. Some parents are unable to support consistent attendance.

1.2.1.1 Provide all students opportunities to develop student connection to school, positive behaviors, conflict resolution skills, and civic responsibility by embedding key concepts in the weekly Advisory circles, team activities and intramural sports, service activities and place-based instructional activities (SW6) WSF- instructional supplies \$4,000.
1.2.1.2 Train and support mentoring teachers and peer leaders in the use of 1) an evidence-based program (Sources of Strength) designed to strengthen student resilience and self-advocacy to address bullying, substance abuse, and self-harming behaviors and 2) trauma-informed restorative practices such as nonviolent communication, community circles, re-entry circle, restorative circles, and peer mediation (SW5.) Title I funded:2 Sub days for training \$424, Teran James Young Foundation-contracted services- \$20,000 (SW5).
Homeroom teachers, counselors, Team Leads, SAC, Administration

1.2.1.1 Increase in attendance and positive responses for a sense of belonging on Panorama SEL Survey for targeted students.
1.2.1.2 Track program attendance

- ☒ WSF, Instructional Supplies \$4,000
- ☒ Title I, \$ Subs-\$424 Contracted services \$20,000

Positive Behaviors

1.2.2. All students demonstrate positive behaviors at school.

Required for all schools.

Unmet needs, need attention, hunger, avoid doing work, don't understand the "norms" due to lack of home expectations, anxiety, triggered by something, lack of sleep, peer drama.

1.2.2.1 Provide resource materials and coaching (CC, counselors, data coach) as needed to support teachers in implementing effective elements of teaming (e.g. team non-negotiables for consistent behavior expectations).
1.2.2.2 Utilize beginning of year staff and student training, quarterly revisiting and follow up as needed to clarify team and school behavior "nonnegotiables" and ensure that everyone understands how processes and policies (e.g. dress code policy, cell phone policy, discipline procedures) should be followed.
1.2.2.3 Utilize a variety of strategies (e.g. peer mediations, restorative circles, PBIS rewards-online program, motivational activities, Akamai communication in health classrooms, student groups, BIC, and Admin R&R) to support and recognize positive student behaviors (SW6). (WSF funded: PBIS Rewards online program-\$6,000, instructional supplies-\$5,000.
1.2.2.4 Ensure a safe and positive school environment by clearly identifying off-limit spaces, providing traffic signs to promote safe flow of traffic, shade cover as needed during outdoor classes or events, additional outdoor lunch tables to ease crowding in the cafeteria, and other activities as needed. Title IV \$2,500

1.2.2.1-Monitor Advisory schedule/calendar topics for morning announcements
1.2.2.2-Monitor referral data, Panorama survey-safety components
1.2.2.3 PBIS committee track student incentives

- ☒ WSF: online reward program \$6,000, instructional supplies \$5,000
- ☐ Title I
- ☒ Title IV, Supplies (pop-up tents, large shade cover, traffic cones, signs, stanchions \$2,500

Nā Hopena A'o

1.2.3. All students experience a Nā Hopena A'o

A large number of students identify as

1.2.3.1 Continue to support the development and implementation of instructional activities both in Advisory and content classes that strengthen the sense of place and support the Nā Hopena A'o Framework. Title I Funded Contracted Services-Kukuipuka \$1,000, bus

1.2.3.2 Review advisory calendar and student and

- ☐ WSF, \$
- ☒ Title I, \$

environment for learning.

Required for all schools.

Native Hawaiian, part Hawaiian or Pacific Islander.

transportation for field trips 4,000 per grade level for \$12,000 total, subs for 18 days (6 per grade level) \$3813,

One-Year Academic Plan SY 2025-2026

teacher reflections/ evaluations regarding field trips and activities.

Contracted services \$1,000, Bus transportation \$12,000, Substitutes \$3,813

★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
<p>Career, Community and Civic Opportunity</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>		<p>1.3.1.1 Continue to provide a variety of elective courses to allow for student choice, career development, and engaging, interest-based learning (WSF-funded instructional supplies and equipment \$20,000)</p> <p>1.3.1.2 Provide opportunities for student participation in state and national conferences, tech competitions, fine arts performances, etc. that integrate academic standards with opportunities for career exploration, strengthening understanding of civic responsibility, using technology in real-world applications, and developing workplace skills. Local School Account-Leadership funded: Student Leadership Conference Registration \$6,000, Intra state transportation-airfare \$4,000, car rental-\$500.</p> <p>Title I funded: Bus Transportation \$2,000,</p>	<p>Student Surveys, Lesson/activity reflections</p>	<p><input checked="" type="checkbox"/> WSF-\$20,000</p> <p><input checked="" type="checkbox"/> Title 1 Transportation-bus \$2,000,</p> <p><input checked="" type="checkbox"/> Local School Account Leadership conference \$6,000, Air fare-\$4,000, Car Rental-\$500</p>
<p>K-12 CTE Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively</p>	<p>Alignment to state strategic plan, support students in developing long-range goals</p>	<p>1.3.2.1. Build student awareness of post-secondary education and the workforce by designing and implementing a coherent CTE pathway from grade six to grade eight that includes career exploration, goal setting, development of "soft skills", development of digital portfolios, and enhancing transitions to high school and the University of Hawaii Maui Campus (SW5).</p> <p>1.3.2.2 Increase communication with Baldwin High School to support grade eight transition to grade nine career academies (e.g. High School</p>	<p>Track completion of action items in school CTE plan, Student survey</p> <p>Meeting minutes</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, Bus transportation \$2,000</p>

challenging and advanced-level coursework aligned to career pathways.

CTE coordinator presents information to grade six study skills, grade 7 health classrooms and shares online presentations for grade 8 advisory students, grade eighth visit to high school, articulation time built into Wednesday Meeting Schedule, etc.). Title I-Bus transportation \$2,000
CTE Committee, elective teachers



Priority 2 High-Quality Educator Workforce In All Schools

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

Desired Outcomes	Root/Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Effective Instruction 2.1.1 All teachers apply effective instructional practices to engage students in rigorous and relevant learning tasks.	Panorama Survey-Classroom Engagement: 20/21 48%, 21/22 50%, 22/23 52%, 23/24 goal: 56%	2.1.1.1 Teachers embed the four habits of powerful teaching and learning into instruction (Ready to Learn, What to Learn, Talk to Learn, Model to Learn). 2.1.1.2 Teachers engage students in relevant learning through the development and integration of project-based instruction and/or service learning (SW6). WSF Funded: supplies \$3,000	•Increased usage of instructional practices aligned to four habits observed in walkthroughs. •Review student and teacher Survey data.	<input checked="" type="checkbox"/> WSF instructional supplies \$3,000 <input type="checkbox"/> Title I
Effective Professional Development 2.1.2 Utilize	If teacher choice and differentiated training	2.1.2.1 Utilize surveys, department head feedback, walkthrough data, and CNA-identified needs to guide the development of a menu of differentiated professional development topics and recruit school staff, district personnel, and contracted service providers to plan, calendar	•PD plan and calendar, PD evaluation survey data indicates	<input type="checkbox"/> WSF tbd <input type="checkbox"/> Title I Supplies \$1,074

teacher feedback to guide professional development aligned to school initiatives and individual teacher's need to refine instructional practices and support student academic growth. (SW6).

opportunities are provided to teachers along with time for implementation planning, reflection on practice and coaching support as needed, then instructional practices will be refined and student needs will be more adequately addressed.

(PLCs, waiver days, 21 hours) and present a series of differentiated professional development activities that address both individual teachers needs and school-wide initiatives: Strengthening literacy across the content, integrating the Four Habits, PBL, Development of modified work to support identified students, effective teaming, Nā Hopena A'o, etc.). Title I funded Supplies \$1,074

2.1.2.2 Recruit school staff, district personnel, or contracted service providers and utilize PLCs, 21 hours, and waiver days to provide 1:1 coaching as needed to guide teachers in embedding and strengthening PD outcomes in day-to-day instructional practices.

2.1.2.3 Provide professional development and resources to Special Education teachers to ensure accommodations and modification of instruction and assignments meet the specific needs of serviced students.

2.1.2.4 Utilize classroom walkthrough data, teacher and student reflection surveys, and diagnostic data to evaluate the impact of professional development on individual teacher needs, classroom practices, and student learning.

75% or higher satisfaction rate
•Increased usage of instructional practices aligned to four habits observed in walkthroughs.
2.1.2.4, Students receiving IDEA services will demonstrate increasing proficiency on diagnostics and/or ELA and Math SBAs.



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 Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
School Community Council 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged	Gathering feedback from all stakeholders will ensure multiple perspectives are considered and community resources are utilized to strengthen	3.3.1.1 The school will recruit stakeholder representatives annually to sit on the SCC, meet monthly, and publish the meeting calendar, agenda, and minutes on the school webpage. 3.3.1.2 The SCC council will solicit parent/community attendance to a minimum of two general SCC meetings per	Minutes of the SCC monthly meetings reviewed by school leadership	<input type="checkbox"/> WSF, S <input type="checkbox"/> Title I 18935 Light refreshments \$500.

with their respective school principal.

Required for all schools.

the school's ability to meet its vision and mission.

year to ensure all stakeholders have an opportunity to review school data and the academic/financial plan and can provide input for revision as necessary as part of the school improvement process (SW2, SW4). Title 1 light refreshments \$500.



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

Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Parent and Community Partnerships 3.3.2 The school will build connections with families and community members to strengthen academic support in both the home setting and real-world situations.	Welcoming families and engaging them as partners in the learning process will increase the chance that students will be academically supported in the home.	3.3.2.1 Utilize school planners, newsletters, online school website, social media, flyers/information packets sent home to provide families and community members with information needed to be active participants in the learning process (SW4, SW7). Title I funded 3401-Other Misc. Supplies-Planners/Folders \$11,000 (18902), Postage- \$600 (18935). 3.3.2.2 Solicit parent/community attendance and support (e.g chaperone events, field trips, SCC meetings) at venues (SW7) designed to 1) build school-to-family connection, 2) share information that supports student success in meeting academic and behavioral standards, 3) engage parents as partners, and 4) showcase student products, performances, and reflection on learning aligned to standards. Title I Funded 18935: paper goods/supplies \$225, refreshments \$1,000	Monitor attendance at venues. Event evaluations show 75% of participants with positive reflections.	<input type="checkbox"/> WSF, <input checked="" type="checkbox"/> Title I 18902 instructional supplies \$11,000 18935 instructional supplies/paper goods \$225, Postage-\$600 Light refreshments \$1,000



Goal 3.3 Other Systems of Support

Desired Outcomes	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
School Improvement Process 3.3.3 School teams implement established data analysis processes for examining multiple data sources (including student and school data) to guide action-oriented operational decisions for continuous school improvement and student academic growth	<p>The creation of an annual plan and routine monitoring of the impact of the plan on student learning leads to the effective allocation of resources and adjustments in school initiatives to strengthen instructional practices and optimize student academic growth.</p> <p>Moral is often impacted when there is a lack of timely communication to stakeholders impacted by decisions</p>	<p>3.3.3.1 Maintain the data analysis process used to develop the CNA, AcPlan and allocate resources. (SW1 & 2).</p> <p>3.3.3.2 Refine routines for decision-making processes to ensure timely dissemination of information and inclusion of impacted stakeholders in discussions.</p> <p>3.3.3.3 Implement an effective process for collecting and analyzing data to determine the effectiveness of enabling activities in the AcPlan. (SW3).</p>	<p>3.3.3.1-Completion of CNA and Ac Plan, gather feedback from leadership.</p> <p>3.3.3.2-Check in with leadership for feedback from staff on the effectiveness of communication. Review SQS teacher/staff satisfaction data</p> <p>3.3.3-Review ART memos and leadership discussions.</p>	

APPENDIX: SCHOOL BELL SCHEDULE

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

This section showcases Iao Intermediate School's 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](#).

One-Year Academic Plan SY 2025-2026

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

1087 Instructional hours per year

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

Requested for four waiver days

Bell Schedule:

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

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