

APR 08 2024

LEEWARD DISTRICT OFFICE

One-Year Academic Plan SY 2024-2025



279

Ilima Intermediate School Academic Plan SY 2024-2025

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

Submitted by Principal: Mr. Shayne Greenland	
	3/13/24

Approved by Complex Area Superintendent: Mr. Sean Tajima	
	APR 17 2024

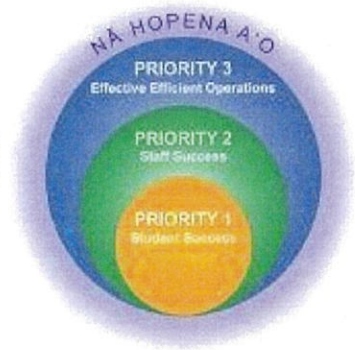
STUDENT SUCCESS (CURRICULUM, INSTRUCTION & ASSESSMENT)

Ilima believes in offering a dynamic curriculum:

- Rigorous and Relevant
- Tailored to meet diverse needs and interests of learners.

Instructional approach emphasizes:

- Student engagement
- Critical thinking
- Hands-on learning experiences



STAFF SUCCESS (CULTURE & COMMUNITY)

Ilima believes in cultivating an inclusive environment:

- Diversity is celebrated
- Respect is practiced
- Collaboration thrives

EFFECTIVE & EFFICIENT OPERATIONS (LEADERSHIP & ORGANIZATION)

- Ilima believes in building a shared leadership:
 - Inspiring and empowering both staff and students to excel.
- Organizational structure designed to promote:
 - Collaboration
 - Transparency
 - Accountability at all levels

8TH GRADE GRADUATE (WHOLE CHILD)

- College: Ilima graduates are prepared for JCHS career academy & post-secondary education.
- Career: Ilima graduates develop employability skills, work habits, interpersonal communication & professional skills.
- Community: Ilima graduates understand their role and contribute to community improvement.

A green rectangular sign with white text that reads 'ILIMA WAY'. The sign is mounted on a silver metal post. In the background, a winding road with white dashed lines curves through a landscape with several colorful location pins (blue, orange, green, red) and a circular inset photo of a student holding balloons.

ILIMA WAY

ILIMA INTERMEDIATE SCHOOL DESIGN

OUR WORK + OUR WHY + OUR VALUES = OUR SCHOOL



VIABLE QUALITY CURRICULUM

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

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

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

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
7th Grade	Savvas: My Perspectives	Ready Math	Teacher Created STEMScopes	Teacher Created
8th Grade	Savvas: My Perspectives	Ready Math	Teacher Created STEMScopes	Teacher Created (History Alive - Teacher Curriculum Institute)
8th Grade Pre-Alg/Alg I	NA	enVision Math	NA	NA



SCREENING ASSESSMENTS

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

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

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

Grade Level / Course Name	English Language Arts	Mathematics
7th Grade	iReady ▾	iReady ▾
8th Grade	iReady ▾	iReady ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾



IDENTIFIED SCHOOL NEEDS

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

- [Current Comprehensive Needs Assessment \(CNA\)](#)
- Current Western Association of Schools and Colleges (WASC) [Schoolwide Growth Areas for Continuous Improvement](#)
Last [Full Self-Study: 2020](#), Next Full Self-Study: 2026
- Other: [The Successful Middle School Assessment Report \(9/2023\)](#)

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

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

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

Student Need: Academics

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

SBA Proficiency Scores - SY 2022 - 2023				
Content Area	All Students	Sped	ELL	Disadvantaged
ELA	44.90%	5.60%	20.80%	34.40%
Math	25.50%	1.80%	12.50%	19.20%
Science	45.40%	8%	20.60%	35.80%

IReady Diagnostic at/Above Grade - SY 2022 - 2023				
Content Area	All Students	Sped	ELL	Disadvantaged
ELA	44.70%	10.71%	8.33%	34.40%
Math	26.30%	1.79%	7.84%	21.74%

Root/Contributing cause(s):

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



2

Student Need: Social Emotional Learning (SEL)

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

Panorama - Sense of Belonging (Fall)		
	Favorable Response	Non-Favorable Responses
SY 2023 - 2024	48.79%	50.53%
SY 2022 - 2023	44.53%	54.21%

Panorama - Social Awareness (Fall)		
	Favorable Response	Non-Favorable Responses
SY 2023 - 2024	60.55%	38.92%
SY 2022 - 2023	58.35%	40.80%

Panorama - Teach/Student Relationship (EES)		
	Favorable Response	Non-Favorable Responses
SY 2022 - 2023	59.00%	41.00%
SY 2021 - 2022	64.00%	36.00%

Suspensions		
	SY 2021 - 2022	SY 2022 - 2023
Total #	132	118

Root/Contributing cause(s):

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

2b) Lesson Fidelity (lack of follow through by teachers, and follow up by leadership)

2c) Insufficient use of data to make adjustments or modifications to prepared lessons



3

Student Need: Attendance (Chronic Absenteeism)

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

Attendance Rate					Chronic/High Absenteeism		
	All Students	Sped	ELL	Disadvantaged		Chronic	High
SY 2023 - 2024 (December 23')	91.80%	88.65%	92.90%	89.23%	SY 2023 - 2024 (December 23')	10.64%	17.73%
SY 2022 - 2023	90.56%	86.69%	90.97%	88.16%	SY 2022 - 2023	34.11%	0.17%
SY 2021 - 2022	89.08%	85.93%	89.65%	85.43%	SY 2021 - 2022	47.21%	0.16%

Root/Contributing cause(s):

- 3a)** Strength of relationship with social workers from elementary to intermediate needs to increase to provide effective early interventions with incoming 7th graders
- 3b)** Plan of action for each level of attendance interventions and processes need to be clarified and revisited repeatedly throughout school year with all stakeholders
- 3c)** Teachers need to increase their attempts to build relationships with parents and guardians through positive communications, not just negative communication. (increase attempts through phone calls)
- 3d)** Build engagement, student interest, and workforce correlation to Core and Elective Curriculum



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.

Targeted Subgroup: Special Education

1

Math IReady Screener: SY 2022 - 2023			
	At/Above Grade Tier 1	One Grade Below Tier 2	3 or More Below Tier 3
Pre-Screener	0%	13.33%	86.67%
Post Screener	1.79%%	17.86%%	80.36%

Reading IReady Screener: SY 2022 - 2023			
	At/Above Grade Tier 1	One Grade Below Tier 2	3 or More Below Tier 3
Pre-Screener	1.67%	8.33%%	90%
Post Screener	10.71%%	10.71%	78.57%

Identified Student Need(s):

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

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

2

Targeted Subgroup: English Language Learners

Access Composite Proficiency (WIDA) - SY 2022 - 2023				
PL1	PL2	PL3	PL4	PL5
3.64%	21.82%	45.45%	27.27%	1.82%

School Year	Growth to Target, Percent of Population
SY 2022 - 2023	7%
SY 2021 - 2022	5%
SY 2020 - 2021	11%

Identified Student Need(s):

Increase the amount of students reaching Growth to Target.

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



3 Targeted Subgroup: MTSS (Tier II & III Students)

Math IReady Screener: SY 2022 - 2023			
	At/Above Grade Tier 1	One Grade Below Tier 2	3 or More Below Tier 3
Pre-Screener	20%	37.87%	42.10%
Post Screener	26.34	37.62%	36.04%

Reading IReady Screener: SY 2022 - 2023			
	At/Above Grade Tier 1	One Grade Below Tier 2	3 or More Below Tier 3
Pre-Screener	34.59%	19.74	46%
Post Screener	44.71	15.69%	39.61%

Math SBA Assessment: SY 2022 - 2023			
	Level 3 and 4	Level 2	Level 1
	25.50%	29.40%	45.00%

Reading SBA Assessment: SY 2022 - 2023			
	Level 3 and 4	Level 2	Level 1
	44.90%	25.40%	29.60%

Identified Student Need(s):

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

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



Priority 1 High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (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>Please estimate the additional amount needed to execute the enabling activity.</i>
All students graduating from Ilima Intermediate School are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for	Setting clear goals for our 8th grade graduates ensures that students have the necessary skills and knowledge to succeed academically and professionally. By providing a roadmap for	8th Grade Graduate (Whole Child) EA: Ilima Intermediate School believes our 8th grade graduates will be: Academically Competitive Creative and Collaborative Critical Thinkers and Problem Solvers Read, Comprehend, Apply, Analyze and Evaluate Effective Communicators Independent Lifelong Learners College Ready: Ilima Intermediate School graduates will be prepared for JCHS career academy & post-secondary education.	Course Marks <ul style="list-style-type: none"> Quarterly Universal Screener <ul style="list-style-type: none"> iReady Scores (Growth) State Assessments <ul style="list-style-type: none"> SBA Scores (Growth) Class Participation <ul style="list-style-type: none"> Attendance 	<input checked="" type="checkbox"/> WSF, \$ <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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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learning in preparation for high school.

both students and staff, these goals facilitate effective assessment, preparation, and support, ultimately leading to greater success for all Ilima Intermediate students.

Career Ready: Ilima Intermediate School students will develop employability skills with the emphasis on work habits, and interpersonal, communication, social skills and professionalism.

Community Ready: Ilima Intermediate School students will better understand their role in our community and help improve it.

Transition Plan

- Digital Portfolio



Reading Proficiency

1a, 1b, & 1c

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

Ilima Intermediate School believes in working towards all students reading proficiently and providing timely support to those who do not. Proficient reading is fundamental for students' future academic success.

EA 1.1.2 (1) Intervention:

Ilima Intermediate School believes in providing all students the reading support needed to succeed at all levels.

- Implements Best Practices (Note Taking, Critical Read, Time Management) into an advisory schedule in order to supply students with strategies needed to build on their reading fluency and comprehension.
- All classes promote reading in every classroom with personal libraries available, personal classroom libraries are driven and inspired by student interest.
- IReady pathway reading lessons are also assigned during advisory to support all levels of reading in the classroom
- Through Data Driven Instructional Cycles (DDIC) in each content area, assessment data will be analyzed and used to structure/create reteach lessons for those students who were not proficient.

EA 1.1.2 (2) MTSS:

Ilima Intermediate School believes in implementing a tiered support system to support students who are 1 year to multiple years behind grade level.

- Instructional Data (Common Formatives - DDIC, Iready Diagnostics and Instruction Lessons, Standard Summatives) will be used to create targeted groups.
- Use Instructional data to target specific fundamental/prerequisite standards within small groups that are misunderstood or missed in order to close achievement gaps

DDIC Data Documents

- Proficient / Reteach Document

Application of Strategies in student work

- Note Taking
- Critical Read marking

IReady Instruction Lessons

- Pass/Fail Rate
- 75% of students Pass/Fail rate will be > 80% by end of SY

IReady Diagnostic

- 7% decrease in Tier 3 Population by end of SY

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
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- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



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- The Academic Coach will pull out from each Language Arts classroom targeting Tier 3 struggling learners.

EA 1.1.2 (3) Quality Reading Instruction:

Ilima Intermediate School believes in providing all students with

- a researched educational curriculum with the needs of our students at the forefront (Savvas: My Perspectives)
- Instruction will be differentiated to the varying learning styles and levels of reading proficiency, but keeping the rigor and/or integrity of the curriculum through modifying lessons and Task (Project/Place based, Presentations, Etc).
- Connect standards and content to workforce related careers and skills to make reading purposeful for students

- 5% decrease in Tier 2, 5% Increase in Tier 1 population by end of SY

SBA Reading

- 5% growth from previous yr

EA 1.1.2 (4) Supports/Professional Development:

Ilima Intermediate School believes in providing ongoing professional development and travel accommodations for teachers to enhance their pedagogical skills and keep them updated on best practices in reading

- Provide Project/Place Based Learning to introduce the process, understand the benefits, and begin implementation.
- Plan Multi Tiered Levels of Support trainings to provide an increased depth of understanding regarding of leveled instruction, data usage, and strategies for implementation
- Provide opportunities for teachers English Language Learner training opportunities to provide a deeper understanding of the 5 components of language and the strategies that will best support our students and development of a newly adopted curriculum
- Curriculum Coaches/Specialist to model effective strategies in the classroom to build capacity in all classrooms.



EA 1.1.2 (5) K-12 Vertical Alignment:

Ilima Intermediate School believes in working with our feeder elementary schools and High School on the alignment and progression of our Reading curriculum and learning objectives across different grade levels to ensure continuity and smooth transition for students as they progress through our K-12 system.

- Articulate with Feeder Elementary Schools once per semester to align standards, communicate strengths and weaknesses, transitional Information, and share strategies. (More if needed)
- Articulate with James Campbell High School once per semester to align standards, communicate specific skills and concepts to be reinforced, transitional information, and share strategies. (More if needed)

Accountable lead(s): Curriculum Coordinator, Administrator



Mathematics Proficiency

1a, 1b, & 1c

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.

Ilima Intermediate School believes in working towards all students being proficient in mathematics by the end of eighth grade and providing necessary support to those who are not proficient is a challenging yet crucial goal.

EA 1.1.3 (1) Intervention:

Ilima Intermediate School believes in supporting all students and implementing interventions to all students.

- The implementation of Best Practices (Note taking, Critical Read, Time Management) will be woven into an advisory schedule in order to build Math vocabulary competency, strategy to cipher through word problems, and note taking reinforcement.
- Available math tutoring for all students during non instructional time, as well as after school is offered to all students.
- IReady pathway reading lessons are also assigned during advisory to support math concepts in the classroom
- Through Data Driven Instructional Cycles (DDIC) in each content area assessment data will be analyzed and used to structure/create reteach lessons for those students who were not proficient.

EA 1.1.3 (2) MTSS:

Ilima Intermediate believes in a tiered system to support students who are 1 year to multiple years behind grade level.

- Instructional Data (Common Formatives - DDIC, Iready Diagnostics and Instruction Lessons, Standard Summatives) will be used to create targeted groups.
- The use of Instructional data will be used to target specific fundamental/prerequisite standards that are misunderstood or missed.

- DDIC Data Documents
- Proficient / Reteach Document
- Application of Strategies in student work
- Cornell notes
 - Critical Read marking

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

IReady Instruction Lessons

- Pass/Fail Rate
- 75% of students Pass/Fail rate will be > 80% by end of SY

IReady Diagnostic

- 7% decrease in Tier 3 Population by end of SY



One-Year Academic Plan SY 2024-2025

- Through portions of academic periods and advisory, small groups will be created in order to support students where they are and move students forward to close the achievement gap.
 - The IReady, along with other supplemental programs and resources such as IXL, will also be used to build skills.
 - The Academic Coach will pull out from each Math classroom targeting Tier 3 struggling learners.
 - Through Data Driven Instructional Cycles (DDIC), assessment data will be analyzed and used to structure/create reteach lessons for those students who were not proficient.
- 5% decrease in Tier 2, 5% Increase in Tier 1 population by end of SY
- SBA Reading
- 5% growth from previous yr

EA 1.1.3 (3) Quality Math Instruction:

Ilima Intermediate School believes in providing all students with

- a researched educational curriculum with the needs of our students at the forefront. (Ready Math)
- Instruction will be differentiated to the varying learning styles and levels of reading proficiency (Word Problems), but keeping the rigor and/or integrity of the curriculum through modifying lessons and Task (Project/Place based, Presentations, Etc.).
- Connect standards and content to workforce related careers and skills to make math competency purposeful for students

EA 1.1.3 (4) Supports/Professional Development:

Ilima Intermediate School believes in providing ongoing professional development and travel accommodations for teachers to enhance their pedagogical skills and keep them updated on best practices in math.



- Provide Teachers with Project Based Learning training opportunities to introduce the process, understand the benefits, and begin implementation.
- Provide Teachers with Multi Tiered Levels of Support Training to provide an understanding of the tiered leveling and criteria, data usage, and strategies for implementation
- Provide Teachers with Professional Development/ training opportunities in Project Based/Placed Based learning to provide a deeper understanding of the strategies that will best support our students.
- Curriculum Coaches/Specialist to model effective strategies in the classroom to build capacity in all classrooms

EA 1.1.3 (5) K-12 Vertical Alignment:

Ilima Intermediate School believes in working with our feeder elementary schools and High School on the alignment and progression of our Math curriculum and learning objectives across different grade levels to ensure continuity and smooth transition for students as they progress through our K-12 system.

- Articulate with Feeder Elementary Schools once per semester to align standards, communicate strengths and weaknesses, transitional information, and share strategies. (More if needed)
- Articulate with James Campbell High School once per semester to align standards, communicate specific skills and concepts to be reinforced, Transitional information, and share strategies. (More if needed)

EA 1.1.3 (6) DoDEA: Pōhaku Kumu - Foundation Stones for Math Grant:

Ilima Intermediate School believes in strengthening math achievement by enhancing in-class instruction through the integration of Project Based Learning (PBL).



- Students will have opportunities to utilize technology daily in tandem with PBL to make mathematical learning more engaging. (Platforms such as Pear Deck to help students make connections with concepts and graphing calculators to help scaffold progression of problems.
- Multi-tiered student support and afterschool activities will provide students appropriate levels of intervention to ensure they have foundational skills critical to improving math achievement.

Accountable lead(s): Curriculum Coordinator, Administrator



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

1a, 1b, & 1c

EA 1.1.4 (1) Ilima Intermediate believes in engaging students in scientifically based core and intervention programs such as:

- Savvas: My Perspectives
- Ready Math
- enVision Math (Pre-Alg & Alg)
- Next Generation Science Standards Instruction
- iReady Universal Screener Diagnostic and Intervention

EA 1.1.4 (2) Ilima Intermediate School believes in collaborating with our feeder elementary schools

- Articulate with feeder schools to develop vertically aligned standards and academic practices to create a smooth transition for students
- Articulate with feeder schools to gather pertinent information and data for proper placement into enrichment classes
- Articulate with feeder schools to gather pertinent information and data to prepare for incoming struggling learners. (How they learn and how to support - EL, IDEA, etc.)

EA 1.1.4 (3) Ilima Intermediate School believes in incorporating elements of a Multi-Tiered System of Support to meet the individual needs of all students.

- Through Data Driven Cycles and the data gathered, instructional lessons are tailored to support subgroups through small group settings
- Develop/adopt a working curriculum for the development of the EL Workshop class. (Flashlight)
- Curriculum, instructional strategies, and concept support in Math and Language Arts for SpEd teachers to better support and teach this subgroup

- Curriculum Maps and Assessments

- Feeder School Articulation Notes

- High School Articulation Notes

- Grade 7 and 8 Beginning of year Datasets + Team Minutes

- Usage of adopted programs - 100% will use programs and show growth

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
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- Grant:__, \$
- Other:__, \$

Required for all schools.



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- Incorporate Tech into EL program and IDEA to fit the levels and needs of these students, inclusive of all students as well
- Targeted and open tutoring during after school hours with emphasis on homework and fundamental skill support (Math)

- Participation rate to increase by 10% from previous year
- Implementation of wheel line in student schedules

EA 1.1.4 (4) Ilima Intermediate School believes in partnering with James Campbell High School and local area business/community partners.

- Student Surveys - 95% will respond positively to wheel and electives

- Collaborate with High School to design CTE pathways to align with Academy Model to prepare students for future
- Design and implement exploratory programs (Wheel) to bring awareness and purpose to student learning
- Creation of Digital Portfolios at intermediate level aligning to the components and expectations of JCHS workforce development, bringing to the forefront academic, career and employability awareness
- Formulate partnerships with community to bring real life skills into classrooms from the professionals within the fields of study to engage learning
- Further develop and incorporate the skills and attributes identified by our academy advisory board.

- Panorama (EES) Survey - 5% increase in Classroom Engagement and Pedagogical effectiveness (Electives)

Accountable lead(s): Curriculum Coordinator, Administrator



One-Year Academic Plan SY 2024-2025

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.

1b, 2a, & 2c

[The Successful Middle School Assessment Report](#)

Ilima Intermediate School believes that smooth and successful transitions between educational levels are crucial for students' academic and emotional well-being. To ensure that all students transition successfully at critical points, Ilima Intermediate will implement the following strategies and activities

EA 1.1.5 (1) Successful Transition for Elementary to Intermediate:

- Designed school visits to bring awareness of campus, school procedures, activities, and staff
- Designed informational parent nights for Elementary School parents bringing awareness of campus, school procedures, activities, and staff
- Family Night invitation to parents and students of incoming 6th graders to bring awareness to curriculum and staff in each content area.
- Host extracurricular events on Ilima Campus to expose parents and students to the campus.
- Provide Summer programs or bridge courses to ensure that incoming students are prepared academically, socially, and emotionally.
- Ilima Teachers articulate once per semester with feeder school teachers to communicate the necessary standards, skills, and mindset needed for students to transition successfully.

EA 1.1.5 (2) Ilima Intermediate School believes in developing a plan for successful Transitions from Intermediate to High School

- Develop SEL program to help students develop emotional intelligence, resilience, and coping skills for managing change.
- Designed school visits to bring awareness of Campbell campus, graduation credits, academy model, and school procedures to minimize anxiety

- Positive Survey Responses by parents and students.

- informational meetings
- After hours - curricular activities

- Attendance in comparison to previous year

- informational meetings
- After hours - curricular activities

- Panorama (EES) Class Climate

- 5% increase from previous year.

- Articulation Minutes with each feeder school

- Positive Student SEL Survey responses

- Reflection and discussion in advisories documented in team minutes

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



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- Work with Campbell to Schedule Campbell students to speak to Ilima students about campus life and academics from personal levels.
 - Promote Family orientation nights hosted by Campbell through all social media outlets to parents of Ilima Intermediate.
 - Creation of Exploratory Wheel to bring awareness of career pathways to better prepare and maximize successful entry into Campbell's Academies
 - Creation of Digital Portfolios at intermediate level aligning to the components and expectations of JCHS workforce development, bringing to the forefront academic, career and employability awareness for upcoming academies and graduation
 - Ilima Teachers articulate once per semester with the High School teachers to communicate the necessary standards, skills, and mindset needed for students to transition successfully.
- Increase in participation rate during academy registration activities
 - Articulation minutes with high school
 - Parent/Teacher Conferences
 - Student/Teacher Conferences

Ilima Intermediate School believes in fostering a safe and nurturing environment where every student feels valued, respected, and supported. Recognizing the unique developmental needs of young adolescents, we prioritize social-emotional learning alongside academic growth. Through meaningful relationships with caring adults and staff, our students develop the resilience and self-awareness necessary to navigate the complexities of adolescence.

BOE Policy 500-16: Middle-Level Education

EA 1.1.5 (3) Ilima Intermediate School believes in implementing specific practices to effectively meet the unique learning needs of our students.



The Successful Middle School Assessment Report (9/2023)

- **Leadership & Organization**
 - Ilima Intermediate School will capitalize on common planning time by facilitating meetings between teams, students, and parents to enhance communication and support.
 - Ilima Intermediate School will implement a degree of student tracking throughout the students schedule. (Team teachers & Counselor)
- **Curriculum, Instruction & Assessment**
 - Ilima Intermediate School will begin discussions to implement interdisciplinary Project/Placed Based Learning opportunities.
 - Ilima Intermediate School will provide opportunities to enhance student engagement through the implementation of student-led conferences and Project/Placed Based Learning.
- **Culture and Community**
 - Ilima Intermediate School will cultivate a culture of respect among students and towards staff members, fostering a more positive and supportive learning environment.
 - Ilima Intermediate School will further develop the opportunities for student support by implementing intentional small group meetings, fostering an environment where students feel valued and connected.
 - Ilima Intermediate School will provide additional training for staff to effectively support students who have experienced trauma, thereby enhancing the school's ability to create a nurturing and inclusive environment for all students.



- Ilima Intermediate School will provide opportunities to strengthen training for both students and staff in identifying and addressing bullying behaviors.
- Ilima Intermediate School will enhance transition services by expanding opportunities for students to engage with the community through initiatives such as service learning, career shadowing, and community service, fostering valuable experiential learning experiences.

EA 1.1.5 (4) Ilima Intermediate School believes in continuous professional development opportunities to include travel accommodations for teachers to attend the AMLE Conference, facilitating their growth in pedagogical skills and ensuring they stay current with best practices endorsed by AMLE and the 18 Characteristics.

- Team Objectives: Ilima Intermediate School believes in implementing a team model. We identify specific goals such as promoting positive behavior, enhancing academic achievement, fostering social-emotional growth, and building a sense of community.
- Grade Level Team: Ilima Intermediate School believes in dividing students and staff into smaller teams, 3 per grade level. Each team will have a mix of students from diverse backgrounds and abilities.
- Team Lead (Teacher): Ilima Intermediate School believes in selecting dedicated staff members to lead each team. These leaders are passionate about fostering a positive school culture, building relationships with students, and facilitating team-building activities.



- Team Identities: Ilima Intermediate School believes in encouraging each team to develop its own identity, such as a name, mascot, colors, and motto. This fosters a sense of pride and belonging among students and staff members. Teams (students and staff) are provided with a team shirt for various activities and spirit weeks to promote a sense of belonging, accountability and ownership.

Advisory Planning for SY 2024-2025

- 7th Grade Focus: Best Practices, College and Career Readiness, SEL (HA-Word of the Month), iReady, intro to digital portfolio, Service Learning.
- 8th Grade: Employability Skills, Workforce Development, SEL (Ha-Word of the Month), iReady, further develop digital portfolio, Service Learning.

Accountable lead(s): Curriculum Coordinator, Administrator



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>3a, 3b, & 3c</p>	<p>Ilima Intermediate School believes that all students' inherently desire to attend school regularly is underpinned by the understanding that a supportive and engaging educational environment is crucial to their academic, social, and personal development.</p> <p>EA 1.2.1 (1) Ilima Intermediate School believes in communication to all stakeholders</p> <ul style="list-style-type: none"> Clearly articulate information about the importance of attendance and Ilima's Plan to parents repetitively through all modes of communication (Home Visits and Truancy Petitions) Clearly communicate the steps, procedures, and the "Why" to Ilima's Plan to all teachers repetitively throughout the year. <p>EA 1.2.1 (2) Ilima Intermediate School believes in developing our curriculum.</p> <ul style="list-style-type: none"> Solidify Ilima's Attendance Plan of Action in order to communicate and inform all stakeholders Continue to develop an SEL Curriculum to incorporate meaningful life lessons and workforce related skills at appropriate age level. 	<ul style="list-style-type: none"> - Team Agenda Minutes - Quarterly Attendance Rate - Chronic Absenteeism Rate - Monthly Student Attendance Rate for Targeted students. - Monitoring of selected students participating in activities and extracurriculars 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



- Incorporate Project/Place based Learning into all classrooms to engage and bring purpose to a students learning (Student Engagement)
- Design and implement exploratory programs (Wheel) to bring awareness and purpose to student learning
- Revisit elective choices through surveying 6, 7, and 8 graders to encompass student voice into school decision making, bringing interest and ownership to their learning.
- Outside of school hours - Uplink clubs and activities driven by student voice to engage student interest.

EA 1.2.1 (3) Ilima Intermediate School believes in providing targeted and strategic interventions.

- Teachers implement Rituals and Routines, such as greeting students at door, on a consistent/daily basis. (school wide initiatives)
- Teachers to build and sustain strong teacher/student relationships through teaming and advisory
- Effective messaging and engagement to build and sustain strong relationships with parents. (Phone home - positive and negative)
- Through teaming, monitor attendance status and progress of all students through Ilima's Attendance Plan of Action (Team: Teachers, Counselors, VP's)
- Implementation of elevated levels of intervention by providing McDonalds Certificate for improved attendance.
- additional support from counselors and vice-principals such as home-visits, group counseling and parent conferences.
- provide distance learning opportunities for students with extreme health or mental health issues.

Accountable lead(s): Curriculum Coordinator, Administrator, Counselor



One-Year Academic Plan SY 2024-2025

1.2.2. All students demonstrate positive behaviors at school.

2b, 3c

Ilima Intermediate School believes in ensuring that all students demonstrate positive behaviors at school is anchored in the understanding that a conducive, respectful, and harmonious learning environment is essential for academic growth and personal development.

Required for all schools.

EA 1.2.2 (1) Ilima Intermediate School believes in implementing a School-Wide Positive Behavior Support (SWPBS) Program:

- DOE guidelines, school initiatives and expectations will be communicated and upheld consistently via academic teams to provide a structured environment that is safe and conducive for learning (Rituals and Routines, Ilima 3B's, What is an Ilima Student, Chapter 19)
- DOE guidelines, school initiatives and expectations will be consistently and fairly upheld through consistent consequences by school administration to provide a structured environment that is safe and conducive for learning (Rituals and Routines, Ilima 3B's, What is an Ilima Student, Chapter 19)
- Provide school wide incentive programs to reinforce positive behaviors such as school dance or team awards
- Through School wide assemblies and/or advisory periods, pillars of character (SEL) such as trustworthiness will be taught through lessons and real life scenarios to help students understand the importance of what they do and how they treat others.
- Through advisory periods, employability skills will be taught and modeled through classroom scenarios and lessons to bring awareness of essential skills, qualities, and values that will help students succeed in school and workplace.
- Provide ongoing training for teachers and staff on positive behavior support strategies to ensure that all school personnel are equipped with the skills and knowledge to handle behavioral issues effectively.

Chronic and High Absenteeism Rate - Decrease by 3% from previous year

Chapter 19 Incidents - 3% decrease from previous year

Student Reflection pieces for Character pillars

SQS and Panorama - Increase of 5% in safety category

Decrease in uniform and disobedient behavior violations

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



EA 1.2.2 (2) Ilima Intermediate School will continue to encourage Parent and Community Involvement:

Ilima Intermediate School will engage parents and the local community in promoting positive behavior.

- Host family nights with parents and community members to develop deeper relationships with them, helping to provide a unified approach in developing each student's future.
- Provide parent nights that support or reinforce strategies of good conduct at school and home.
- Provide community nights with programs such as Weed and Seed to educate families on safety within schools and our Ewa Beach community.

Increase in Attendance to parent/community events compared to previous school year

Accountable lead(s): Curriculum Coordinator, Administrator



One-Year Academic Plan SY 2024-2025

1.2.3. All students experience a Nā Hopena A’o environment for learning.

1b, 3c

Ilima Intermediate School believes in cultivating a Nā Hopena A’o (HĀ) environment for learning that stems from the recognition that holistic education goes beyond academic achievement to encompass the well-being, identity, and cultural context of every student.

EA 1.2.3 (1) Cultural Integration and Culturally Responsive Teaching:

Ilima Intermediate School Teachers believe in incorporating Hawaiian culture and values into the curriculum. This may include teaching students about traditional practices, language, and history. Ilima Intermediate School will ensure that teaching practices are culturally responsive, respectful, and relevant to the students. Addressing the different learning styles and backgrounds.

Ilima will continue to build upon:

- Field trips to cultural sites that cultivate hands-on, learning experiences such as He’eia Fish pond to see how content areas (ELA, Math, Science, and Social Studies) overlap.
- Students will learn about native vs. invasive plants that will be grown on our school campus, the geography of where these plants are able to grow, and the history of its impact on Hawai’i.
- The relationship with the infamous Duke Paoa Kahanamoku and his lessons rooted from Duke the Waterman (stories, values, and morals).
- The relationship with the infamous Aikau family and their lessons rooted from Eddie Aikau’s life (stories, values, and morals).

Invitation and pictures of event

Parent/Guardian, student, and staff reflections/surveys of event

Agenda

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

Student surveys and pictures of events

Panorama Classroom Engagement - Increase by 5% in comparison to previous year



EA 1.2.3 (2) Place-Based Learning / Project-Based Learning:

Ilima Intermediate School Teachers and students believe in taking advantage of the local environment to create meaningful learning experiences. Field trips, outdoor activities, and community involvement to provide opportunities for students to connect with their surroundings. Throughout these learning opportunities, students will be able to work on hands-on projects that mesh real-world issues to their community and/or culture.

- UPLINK Clubs will educate about the importance of Hawaiian values and culture through daily teaching, activities, resources, and on-site visits rooted in the community.
- Arrange field trips rooted in the culture of Hawaii that engage students and encompass real life activities and problems
- Academic disciplines will begin to embed PBL design elements into their curriculum to provide students with engaging and relevant hands-on projects.

EA 1.2.3 (3) Community Engagement / Community Service:

Ilima Intermediate School believes in involving the local community in the educational process. We will invite guest speakers, community members, and elders to share their knowledge and experiences with students.

Ilima Intermediate grade level teams believe in encouraging students to participate in community service projects that benefit their local community, instilling a sense of responsibility and giving back.

- Invite community, Parents/Guardians, and/or faculty to share their mana'o on education and career to bring awareness on the importance of education and ideas to future aspirations.

Student assessments or final products

Sign in sheets

Attendance rate - Increase of participation

Panorama Belonging - Increase of 5% in comparison to previous year



- Invite community, Parents/Guardians, faculty, and students to landscape and/or beautify Ilima Campus to bring awareness of the Aina they live and learn in and pride in their school.
- Faculty and students participate in community drives, parades, and community cleanups to educate students in the importance of taking care of their community and establishing relationships with the people that live in it.

Accountable lead(s): Curriculum Coordinator, Administrator



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>1b, 2b, & 3d</p>	<p>Ilima Intermediate School believes in ensuring that all students engage in a variety of career, community, and civic opportunities throughout their K-12 experience is rooted in the belief that a well-rounded education extends beyond academic knowledge to encompass practical experiences, skill development, and civic responsibility.</p> <p>1.3.1 (1) Ilima Intermediate School believes in career exploration:</p> <ul style="list-style-type: none"> organize career days where professionals from various fields visit the school to talk about their careers and answer students' questions. use career interest inventories and assessments, such as the RIASEC, to help students identify their interests and potential career paths. provide CTE programs, collaboration with workplace professionals, to build curriculum and implementation of hands-on training in various career fields, allowing students to gain practical skills. Provide opportunities for students to visit JCHS to explore JCHS Academy classrooms to better understand programs and career pathways 	<p>- RIASEC Participation Rate - 100%</p> <p>- Participation rate in Workforce Guest speaker events - 10% increase from previous year.</p> <p>- Career Day Positive Reflection Response - 90%</p> <p>- JCHS Academy Visitation Positive Reflection Response - 90%</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



EA 1.3.1 (2) Ilima Intermediate School believe in the application of our curriculum:

- integrate service-learning projects into the curriculum where students address real community needs while learning about social responsibility.
- connect classroom learning with real-world issues and community involvement by exploring local topics and conducting research to build on creativity and critical thinking to develop solutions to these issues

- Curriculum Maps identifying service learning projects tied to classroom standard - 1 per year

- Meeting Minutes by various clubs and organizations

EA 1.3.1 (3) Ilima Intermediate School believes in community engagement

- organize community clean-up events where students actively contribute to the betterment of their local environment.
- collaborate with local organizations to create opportunities for students to engage in community service and outreach.
- encourage students to take the initiative in identifying and organizing community service projects, such as recycling and campus clean up, through team bonding days, NJHS , and Uplink Clubs

Accountable lead(s): Curriculum Coordinator, Administrator



One-Year Academic Plan SY 2024-2025

K-12 Alignment

1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

Ilima Intermediate School believes in the importance of a strong academic foundation, alignment with career pathways, preparation for higher education and careers, equity, and personalized support in ensuring that all students are prepared to excel in progressively challenging coursework aligned with their career aspirations.

EA 1.3.2 (1) Ilima Intermediate School believes in our vertical articulation process

- Alignment of Algebra 1 Curriculum to encompass same level of rigor and smooth transition into Algebra 2
- Alignment of Language Arts and Math standards and assessments to equal level of rigor for academic readiness
- Communication and clarity of expectations and criteria for higher level classes in order to push and prepare our students to advance (Language Arts/ Math)
- Communication of student strengths to confirm successful implementation of skills and concepts in Ilima Classrooms.(Language Arts/ Math)
- Communication of student weaknesses of skills and concepts to help Ilima Teachers reflect and modify classroom delivery and implementation. (Language Arts/ Math)

EA 1.3.2 (2) Ilima Intermediate School believes in multi tiered levels of support

- Skill based supports in ELA in alignment with priority standards (Tier II and III)
- Skill based supports in Math in alignment with priority standards (Tier II and III)
- Advanced placement for Higher level students (GT, Enrichment)

EA 1.3.2 (3) Ilima Intermediate School believes in career explorations

- Implement employability skill lessons/projects into advisory classes to build awareness and career readiness

- Articulation Agenda and Minutes - 2 per year

- Algebra 1 Students - 95% meet Criteria to receive Alg 1 Credit.

- ELA / Math Workshop students - 5% increase of students meeting Exemption Wkshp Criteria.

- Iready Reading Diagnostics - 7% decrease in Tier 3 Population by end of year

- Iready Math Diagnostics - 7% decrease in Tier 3 Population by end of year

- Student Voice Surveys - 95% positive response rate

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:___, \$
- Other:___, \$



- Implementation of Digital portfolio aligned to JCHS Senior portfolio to prepare students for expectations and aligning to career exploration
- Implement soft skills lessons, such as AVID Strategies, to build a repertoire of strategies that will support successful learning for students
- Elective Teacher collaborate with community members to build curriculum and implement lessons/projects rooted by the skills needed within the career to bring purpose to learning
- Implement the “College & Career - Successful Skills Class” into 7th grade student schedules to broaden the minds and the wonder of the numerous careers and pathways available.

Student participation and Course Marks

Computer Science Program:

On July 2, 2021: Act 158 (SB 242), which requires all public and charter elementary and middle schools to offer Computer Science.

EA 1.3.2 (4) Ilima Intermediate School believes in improving our computer science curriculum and development program by enhancing various aspects to provide students with a comprehensive and engaging learning experience that cover various aspects of computer science, including programming fundamentals, computational thinking, robotics, cybersecurity, and data science.

- CS Teacher will be provided with professional development, travel and accommodations aimed at integrating CS programs with real-world collaboration alongside industry professionals.

Accountable lead(s): Curriculum Coordinator, Administrator



One-Year Academic Plan SY 2024-2025

1.3.3. All students graduate high school with a personal plan for their future.

Ilima Intermediate School believes in the importance of individualized pathways, career exploration, post-secondary readiness, skill development, support resources, empowerment, and adaptability in guiding students toward graduating high school with personalized plans for their future.

EA 1.3.3 (1) Ilima Intermediate School believes in implementing career Interest Inventories (RIASEC) along with JCHS Academy visit to introduce and spark future career interest and experience

EA 1.3.3 (2) Ilima Intermediate School believes that utilizing our advisory and/or exploration courses, students can engage in reflective exercises regarding their future aspirations and necessities. These activities include researching potential career paths that align with their objectives.

EA 1.3.3 (3) Ilima Intermediate School believes by implementing career exploration courses, particularly the transition class in grade 7, to expose students to real life and employability skills in preparation for workforce

EA 1.3.3 (4) Ilima Intermediate School believes in implementing digital portfolios to showcase our students' best work, reflect on their learning, and align with the JCHS expectation. The digital portfolio will encourage self-assessment, develop digital literacy skills, and prepare Ilima students for college and careers by compiling a comprehensive record of their achievements (personal statement, resume, high school plan and post-secondary plan).

Accountable lead(s): Curriculum Coordinator, Administrator

- Panorama Category of Grit - 5% increase for grade 8 students from previous year.

- Panorama Category of Growth Mindset - 5% increase for grade 8 students from previous year.

- Student Survey/Reflection on career courses

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$



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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All Ilima Intermediate School Teachers will be able to design and implement interdisciplinary project based learning for all students in order to provide a more authentic, collaborative and	1a, 1b, and 1c	Ilima Intermediate School believes in developing an environment that all students are taught by effective teachers, that our school is staffed by effective support staff, and that our school is led by effective school administrators which is crucial for providing a high-quality education. EA 2.1.1 (1) Ilima Intermediate School believes in purposeful and targeted professional development: <ul style="list-style-type: none"> Provide Teachers with Project Based Learning training opportunities to introduce the process, understand the benefits, and begin implementation. 	Attendance sheet - 95% of teachers will participate in trainings	<input checked="" type="checkbox"/> WSF, \$ <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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



relevant learning experience.

Ilima Intermediate School leadership will monitor the effectiveness of teacher practice and professional development opportunities in order to ensure it benefits student learning.

Ilima Intermediate School leadership will create a structure that allows for increased collaboration within all grade level teams and departments around the data team process.

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)

- Provide Teachers with Multi Tiered Levels of Support Training to provide an understanding of the tiered leveling and criteria, data usage, and strategies for implementation
- Provide Teachers with English Language Learner training opportunities to provide a deeper understanding of the 5 components of language and the strategies that will best support our students
- Provide Curriculum training to support teachers with implementation, standard aligned assessments, strategies of engagement, and effective use

EA 2.1.1 (2) Ilima Intermediate School believes in rigorous and relevant curriculum and instruction

- Continue to guide and support translation and interpretation of standards in to progressions and success criteria for common language and assessments to promote meaningful collaboration in Data Driven Cycle
- Continue to guide and support teachers to triangulate data through the Data Driven Instructional Cycle Process in order to monitor each students growth and understanding
- Continue to support and guide teachers to use the data gathered from success criteria and progressions to develop tailored reteach lessons via collaboration and trends between teachers

EA 2.1.1 (3) Ilima Intermediate School believes in providing purposeful teacher mentoring and supports.

- established mentoring programs that pair experienced teachers with newcomers to provide individualized supports that will equate to retention and successful onboarding
- Department and Academic Coaches support struggling and new teachers with curriculum, assessments, and classroom management to build success in the classroom for teacher and student
- Interdisciplinary teams support struggling and new teachers with school initiatives and classroom management to

Department
Agenda Minutes

Department
DDIC
Progression
Charts - 85% of
struggling
learners will
positively
respond to
reteach

SQS Category of
Safety - 5%
increase from
previous year

SQS Category of
Satisfaction - 5%
increase from
previous year

EES Evaluation
for New
Teachers - 100%
will be proficient
or above

Teacher Survey
and Feedback



create a structured and supportive environment for teachers and students

- continue to implement a fair and comprehensive teacher evaluation system (EES) that includes classroom observations, feedback, and assessment of professional growth.

EA 2.1.1 (4) Ilima Intermediate School believes in conducting reflective teacher classroom walkthroughs.

- Ilima Intermediate School teachers aim to strengthen instructional practices, raise academic rigor, and help administrators and teachers develop Powerful Teaching and Learning that fosters reflective practice by conducting periodic classroom walkthroughs.

Accountable lead(s): Curriculum Coordinator, Administrator



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>SCCs promote community involvement, transparency, and collaboration to enhance educational outcomes through parental engagement.</p>	<p>EA 3.3.1 (1) Ilima Intermediate School believes in building partnerships to represent all stakeholder groups within the School Community Council (SCC) membership.</p> <p>EA 3.3.1 (2) Ilima Intermediate School believes in conducting regular meetings and providing a structured platform for discussing pertinent issues, setting goals, and implementing action plans.</p> <p>Accountable lead(s): SCC Chairman, Principal</p>	<p>School Community Council Meeting Agendas and Minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <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: __, \$



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 "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	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 Ilima Intermediate will strengthen relationships, and promote a sense of ownership and shared responsibility for achieving our collective goals.	Involving families and community members in activities to enhance student achievement and school performance creates a collaborative environment driving educational success.	EA 3.3.2 (1) Ilima Intermediate School believes in hosting family and community events such as our: Feeder School Family Orientation 6th Grade Orientation Open House Family Night Recognition Night Elective Recruitment Field Trips Accountable lead(s): Curriculum Coordinator, Administrator, Student Activities Coordinator	Registration and Attendance Records Stakeholder Surveys	<input checked="" type="checkbox"/> WSF, \$ <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: __, \$



Other Systems of Support

Desired Outcomes	Root/ Contributing Cause	Enabling Activities	Monitoring of Progress	Anticipated Source of Funds
<i>"What do we plan to accomplish?"</i>	<i>"Why are we doing this?"</i>	<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>	<i>"How will we know progress is being made?"</i>	<i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.3 At Ilima Intermediate School, our teams and meetings are dedicated to fostering a positive and supportive school culture that prioritizes academic excellence, health and wellness, collaboration, safety, and continuous improvement.</p>	<p>It is essential for fostering a positive school culture and empowering every student to excel by prioritizing academic excellence, wellness, collaboration, safety, and continuous improvement</p>	<p>EA 3.3.3 (1) Ilima Intermediate School School Improvement Team believes in identifying areas for improvement within our school and developing strategies to address them, ultimately enhancing overall school performance and student outcomes. (Admin & Curriculum Coordinators)</p> <p>EA 3.3.3 (2) Ilima Intermediate School SAB team believes in identifying areas for improvement within our school in the areas of attendance and behaviors and develop and implement strategies to address them, ultimately enhancing overall school performance and student outcomes. (Admin, Counselors and SSC)</p> <p>EA 3.3.3 (3) Ilima Intermediate School SLT/ART believes in evaluating and reviewing academic programs, curriculum, and instructional practices to ensure alignment with educational standards and best practices, fostering continuous school improvement in teaching and learning. (Admin, Curriculum Coordinators, Counselors, Department Heads, Team Leads, SSC and SAC)</p> <p>EA 3.3.3 (4) Ilima Intermediate School grade level teams believe in collaborating and discussing student progress, curriculum</p>	<p>Agendas and Meeting Minutes.</p> <p>Documentation of Participation in PD.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>
<p>By coordinating our efforts towards shared objectives, we aim to cultivate a</p>				



successful learning community where every student is empowered to excel.

alignment, and instructional strategies, facilitating a cohesive approach to teaching and supporting students at specific grade levels.

EA 3.3.3 (5) Ilima Intermediate School departments believe in discussing curriculum, share resources, and collaborate on instructional strategies, ensuring consistency and alignment across courses.

EA 3.3.3 (6) Ilima Intermediate School believes in providing a forum for school-wide communication, professional development, and collaboration among our Ilima staff members, fostering a sense of community and shared vision among faculty and staff.

EA 3.3.3 (7) Ilima Intermediate School Operations/Safety believes in addressing operational and safety concerns within the Ilima school environment, ensuring the well-being and security of students, staff, and visitors. (Admin, Office, Security, Custodian, SSC, SAC, and Curriculum Coordinators)

EA 3.3.3 (8) Ilima Intermediate School FOL group believes in developing student-centered learning, assessing student progress, and implementing evidence-based instructional practices to optimize learning outcomes to assist with our WASC accreditation.

EA 3.3.3 (9) Ilima Intermediate School believes in incorporating the 21 Hours of PD with opportunities monthly, along with teachers pursuing off-campus professional development, to meet their 21-hour PD requirement.

EA 3.3.3 (10) Ilima Intermediate School SCC believes in collaboration between the school and the broader community, involving parents, community members, and school staff in decision-making processes and fostering partnerships to support student success.



EA 3.3.3 (11) Ilima Intermediate School APC believes in engaging in discussions on policy matters related to Ilima Intermediate Teachers (HSTA) ensuring that school policies align with legal requirements, educational standards, and our school community needs.

EA 3.3.3 (12) Ilima Intermediate School Academy Advisory Board believes in the development of relevant curriculum, identification of career pathways, and creation of hands-on learning opportunities that better prepare our students for future success.

EA 3.3.3 (13) Ilima Intermediate School Health and Wellness Team believes in collaborating, developing and implementing initiatives such as wellness programs, health education, mental health support services, and physical activity opportunities, aiming to improve overall health outcomes and create a supportive environment for students and staff.

EA 3.3.3 (14) Ilima Intermediate School believes that providing faculty and staff shirts helps everyone feel like they're part of the team, creating a professional atmosphere in our school. It also shows that we take our jobs seriously and encourages everyone to take pride and responsibility for our school.

Accountable lead(s): Administrators



Other: Grant

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>4.1.1 Ilima Intermediate School will develop and implement a comprehensive school physical activity program (Health and Wellness Team) to promote the health and wellness of our school community. It will also support a healthy school nutrition environment and increased school-based health services that support students with</p>	<p>Investing in health promotion initiatives not only enhances academic performance but also fosters a positive school culture, reduces absenteeism, and equips individuals with lifelong skills for healthy living.</p>	<p>UHM/CDC Grant - Creating a Healthy School Environment</p> <p>EA 4.1.1 (1) Ilima Intermediate School believes in developing and implementing a comprehensive school based action plan based on the School Health Index (SHI) and the Hawaii Safety and Wellness Survey (SAWS).</p> <ul style="list-style-type: none"> • Complet SHI and SAWS Survey • Create a Health and Wellness Team <p>EA 4.1.1 (2) Ilima Intermediate School believes in increasing participation in the Ilima Intermediate School Comprehensive School Physical Activity Programs (CSPS)</p> <ul style="list-style-type: none"> • Before and After School programming; community engagement; staff engagement and wellness. <p>EA 4.1.1 (3) Ilima Intermediate School believes in increasing awareness around the school nutrition, food security and practices.</p> <ul style="list-style-type: none"> • Promote Healthy Snacks (Not Provide) 	<p>Quarterly Follow-Ups, Action Plans, Budgets</p> <p>Student and Staff Surveys</p> <p>Student and Staff Participation Documents</p> <p>Social Media and other supporting documents</p> <p>Agendas and Meeting Minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



chronic health conditions.

EA 4.1.1 (4) Ilima Intermediate School believes in increasing school-based health services that support students with chronic health conditions.

- Professional Development opportunities for school health aide and other Ilima staff.

EA 4.1.1 (5) Ilima Intermediate School believes in Increasing physical activity, healthy dietary behaviors and self-management of chronic health conditions among students.

- After school/in-school physical activity programs.
- School Garden (Farm to Table)
- Wellness Activities

Accountable lead(s): Administrator, Health and Wellness Coordinator



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 Ilima 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](#).

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)* 1098

Did your school submit a SCC Waiver Request Form? Please explain. No

Bell Schedule: [Ilima Intermediate School Bell Schedule](#)