

Lahaina Intermediate School
School Academic Plan SY 2006-2007

Goal 1. Improve Student Achievement through Standards-Based Education							
Strategic Action #1			Performance Targets				
1.	Continuation of (1) alignment of all content area curricula with HCPS III benchmarks and (2) following a timeline of instruction throughout the year (pacing guide).		School wide HSA Reading	52% proficiency			
			School wide HSA Math	28% proficiency			
Targeted Intervention All content areas will develop a variety of standards-based instructional strategies and resources to build students' skills in reading comprehension and constructed response alignment of their curriculum, materials and assessments to HCPS III.			Rationale Student performance data show that student performance in reading increased, overall, in HSA 2006, meeting proficiency at 45%, however, students show that they are still experiencing a significant amount of difficulty in reading comprehension processes strands which include knowledge of language to understand what is read and how to interpret and analyze the content read. In math, students experienced a significant amount of difficulty in understanding the meaning of number and operations and developing strategies to solve problems, making inferences, or predicting outcomes.				
Enabling Activities		Outcomes		Lead	Timeline	Cost	Resources
		a. Initial b. Intermediate					
Continue implementing standards-based instruction and aligning grade level curriculum and pacing.		a.1 100% Teachers participate in department articulation meetings to align lessons from grade to grade and to include a curricular timeline of instruction throughout the year which will meet HSA testing timeline. a.2 At least 80% of all teachers implement curricular timeline of standards-based aligned instruction. a.3 Classroom walkthroughs will show standards displayed, teachers explaining expectations and the standards being addressed in the lesson through the use of a rubric, student work displayed reflecting the standard addressed in a particular assignment, and the timeliness of the standards taught according to course syllabi in all classrooms.		DH's Teachers Teachers Admin	August, 2006 – May, 2007 (1) dept. mtg./quarter August,2006 Staff meeting	20,160.00 State funds	(6) (1) Substitutes, Complex PD Resource Teacher 4X's/year minimum per department ETS Pulliam
Provide in-service on "Focus on Standards" to better clarify the meaning of each standard in all areas.		b.1 60% of all students will understand the expectations of meeting the benchmarks being taught by reviewing a standards rubric distributed to them at the beginning of each chapter/unit.					
TOTALS/SUMMARY						20,160.00	

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Strategic Action #2			Performance Targets			
1.	Initiate the practice of students conducting self assessments across all content areas regarding standards-based instruction, which includes rubrics as a guide to evaluate student achievement.		School wide HSA Reading School wide HSA Math	52% proficiency 28% proficiency		
Targeted Intervention Ensure the use of a variety of standards-based instructional strategies and resources to build students' skills in reading comprehension, constructed response and self-assessment across all content areas. (This Targeted Intervention should be used for developing standards based instructional units with GLO's embedded in lessons.)			Rationale Student performance data show that student performance in reading increased, overall, in HSA 2006, meeting proficiency at 45%, however, students show that they are still experiencing a significant amount of difficulty in reading comprehension processes strands which include knowledge of language to understand what is read and how to interpret and analyze the content read. In math, students experienced a significant amount of difficulty in understanding the meaning of number and operations and developing strategies to solve problems, making inferences, or predicting outcomes.			
Enabling Activities	Outcomes		Lead	Timeline	Cost	Resources
	a. Initial	b. Intermediate				
Provide continued professional guidance and reinforcement on creating clear and measurable rubrics targeting standards benchmarks in all content areas including GLO's. This will be provided through Curriculum Mapping by departments. In addition, "Focus on Standards" process will be introduced.	a.1 100% of all teachers participate in the professional development to create new and/or modify existing standards based curriculum rubrics.	a.2 80% of all teachers implement standards-based curriculum rubrics before and after each unit or lesson to ensure students' understanding of expectations	DH's Teachers	Aug 29,30,31,2006 (2) full days, Staff Meeting	1,680.00	(6) Substitutes, (2hrs/dept.); ETS Pulliam
	a.3 80% of all teachers will be able to share student self-assessments with parents at conferences and will present them to Admin upon request.	b.1 60% of all students practice the use of standards-based instruction rubrics before and after each chapter/unit.	Teachers Students Admin			
Provide continued professional guidance and reinforcement on strategies to embed GLO's in standard based instruction	a.1 100% of all teachers participate in professional guidance sessions.	a.2 80% of all teachers implement standards-based instruction with GLO's embedded in lessons.	DH's Teachers	Dec 5,6,7, 2006 (3) days	2,520.00	(6) Substitutes, Complex PD RT/Complex SAL (3 hrs/dept)
	a.3 80% of all teachers will explain what GLO's are being addressed in each standardized based instruction at the beginning of each chapter/unit.					

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Goal 1. Improve Student Achievement through Standards-Based Education							
Strategic Action #3			Performance Targets				
1.	Monitor student growth in reading and math in order to modify teaching strategies according to student needs.		School wide HSA Reading	52% proficiency			
			School wide HSA Math	28% proficiency			
<p>Targeted Intervention Monitor student progress on a regular basis throughout the school year in order to modify and/or adjust standards based instruction according to assessments which reflect whether or not students are responding to the method and/or strategies used in teaching standards benchmarks at the time of assessments.</p>			<p>Rationale In the past, the school has relied upon formative assessments in all content areas. This did not indicate summative progress throughout the year. We need to show significant progress through a variety of assessments, not depending only on the annual HSA. This way, teaching strategies may be modified throughout the year in order for learning to take place successfully.</p>				
Enabling Activities		Outcomes		Lead	Timeline	Cost	Resources
		a.	Initial				
		b.	Intermediate				
Administer STAR-Reading and STAR-Math assessments to measure growth in reading and math levels		a.1	100% of all English and Math teachers participate in training to administer STAR tests on computers in reading and math.	Teachers	Aug-Sept, 2006,		
		a.2	100% of all English and Math teachers administer STAR reading and math tests 3X's/year		Jan-Feb, 2007,		
		b.1	100% of all students participate in STAR testing in reading and math 3X's/year.		May, 2007		
Analyze STAR-Reading and STAR-Math assessment scores		a.1	100% of all teachers participate in data analysis training	Teachers, Admin, Support Staff	July 25, 2006		Vern Dahl, School Counselor, STAR expert
		a.2	100% of all teachers meet to discuss and analyze data in home groups				
		a.3	80% of all teachers modify curricula in content areas to				

Administer quarterly interim formative assessments on standards benchmarks	address student needs reflected in individual student diagnostic reports in reading and math.	English Teachers, Math Teachers	Feb, 2007	840.00		(6) Substitutes, Vern Dahl, Consultant (3hrs/dept)
	b.1 50% of all students in each grade level will improve in performance in core curricula through modified teaching strategies to accommodate individual learning difficulties.		May, 2007	840.00		
Data analysis training on results of quarterly interim formative assessments on standards benchmarks	a.1 Teachers will administer quarterly interim formative assessments to measure growth or lack of growth in standards benchmarks addressed in curricula.	English, Math, and Science Teachers, ETS Pulliam, Shirley Olsen	November, 2006	2,500.00		
	a.1 Teachers will participate in training to measure results of quarterly interim formative assessments			\$?	Unknown at this time	
TOTALS/SUMMARY				4,180.00		

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Goal 2. Provide comprehensive support for all students			
Strategic Action #1		Performance Targets	
1.	Continue CSSS supports with instructional management	Average daily attendance	96%
		Retention Rate	1% or less
	2006 HSA scores will reflect an increase in all grade levels	50% of all Asian/Pacific Islanders will meet proficiency in reading.	50% of all Disadvantaged students will meet proficiency in reading.
		26% of all students will meet proficiency in math.	

Targeted Intervention Provide differentiated and effective instruction and support through Student Support Programs for all learners who are not making sufficient progress to meet proficiency.

Rationale 2006 HSA scores reflect that Asian/Pacific Islanders did not meet reading proficiency by 5%. In math, all students did not meet proficiency; sub-group types – Disadvantaged (10%) and Asian/Pacific Islander (13%) scores were significantly below meeting proficiency. It is essential that our school addresses and responds to the individual needs of these sub-groups. It is important to note that the Asian/Pacific Islander sub-group represents the largest group in our school’s population.

Enabling Activities	Outcomes		Lead	Timeline	Cost	Resources	
	a. Initial	b. Intermediate					
Provide annual training and guidance for an effective CSSS process	a.1	Teams will review all RFA’s submitted prior to current year and “dead files” at the beginning of school year.	GLC’s, Counselors, SSC, Teachers,Admin	July, 2006			
	a.2	Timely RFA’s are submitted to ensure that 100% of all at- risk students receive interventions of support immediately as needs are identified.	GLC’s, Counselors, SSC, Parents, Students	July, 2006 – June, 2007			
	a.3	100% of all team members follow the behavior support plan developed to support the at-risk students.					
Establish Student Support Programs and services for students performing well below meeting proficiency.	a.1	Guidelines and procedures developed and approved by 75% of all teachers.	Teachers, Counselors, Parents, SST, Student Support Program Coordinator	July, 2006 to June, 2007	20,000.00	A	Student Support Program Coordinator
	a.2	School Counselors will monitor referred at-risk students’ progress in a timely manner.					
Corrective Reading	b.1	90% of all referred students participate in support programs according to their identified needs.					
	b.1	85% of at-risk students will show 1 – 2 grade level gains in reading by the end of the school year scores using a variety of assessment tools.	Teachers	July, 2006 to June, 2007	7,500.00	B	CR Supplies
Math Workshop/Accelerated Math Program	b.1	85% of at-risk students will be proficient in basic math skills at the 6 th grade level by the end of the school year.	Math Teachers	July, 2006 to June, 2007	3,000.00	B	AM Supplies
				Aug.2006	5,500.00	A	AM Training Session/Cons ultation hours

After school tutorial program	b.1 90% of all “approaching” tutored students will meet proficiency in the 2006 HSA test. b.2 90% of all “well below” tutored students will raise their 2006 HSA scores by 25 points. b.1 90% of referred at-risk students will attend and participate in program.	Community Volunteers	July, 2006 to June, 2007	2,000.00	A	Program Director
After school homework assistance		Maui Youth and Family Services	Aug, 2006 to June, 2007	1,000.00	A	Program Tech Coordinator
Accelerated Reading	b.1 50% of all students in the AR program will read 5 books per quarter and pass the AR comprehension assessment for each book. b.2 50% of all students in the AR program will increase their reading level 1 – 2 grade levels.	English Teachers	July, 2006, June, 2007	5,000.00	A	Program Accounts Manager
				10,000.00	B	AR Book Sets and/or library books

<p>Facilitate the provision of targeted differentiated interventions to identified students and monitor student progress</p> <p>Special Motivation Program (CSAP)</p>	<p>a.1 100% of all teachers participate in differentiated instruction training.</p> <p>a.2 80% of all teachers implement differentiated instruction strategies and practices in lessons taught in all content areas.</p> <p>b.1 100% referred students enter and participate appropriate services in designated support programs.</p> <p>b.2 95% of all students receiving support services have emerging skills produced during their participation.</p> <p>a.1 CSAP teacher will be trained in use of new PLATO online curriculum program to self-pace students in the CSAP classroom as well as to be used as credit recovery.</p> <p>b.1 Identified At-Risk students via the CSSS process will self-pace with on-line program curriculum to meet benchmarks in specific content areas of challenge.</p>	<p>Teachers, Counselors, SSC, Admin.</p> <p>CSAP Teacher, Tech Coordinator</p>	<p>Nov, 2006</p> <p>Nov,2006 to June, 2007</p> <p>August,2006- June,2007</p>	<p>3,500.00</p> <p>25,000.00</p> <p>82,500.00</p>	<p>A</p> <p>B</p>	<p>25% of total cost for Differentiated Instruction presenter</p> <p>1-year pkg contract for 10 ports – 24/7 including training sessions throughout the year.</p>
<p>TOTALS/SUMMARY</p>				<p>82,500.00</p>		

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Goal 2. Provide comprehensive support for all students							
Strategic Action #2			Performance Targets				
1.	Continuation of Renaissance Program (Student Incentive Program)		Student Participation	At least 70% student participation, school wide			
			Decrease in Student Disciplinary Incidents	Below 80 A/B offenses per year			
<p>Targeted Intervention: Students are recognized by qualifying for special rewards by (1) earning good grades; (2) good behavior; and (3) earning 4 hours of community service per quarter.</p>			<p>Rationale The Renaissance Program encourages students to do well in school and to practice giving back to the community in which they live by completing community service, good citizenship and behavior by practicing appropriate and acceptable behavior on behalf of themselves as well as for their families and the community of West Maui. As the students mature, the hope is that they will begin to appreciate their lessons of self-discipline and of helping others to make the world a better place for all to live in.</p>				
Enabling Activities		Outcomes		Lead	Timeline	Cost	Resources
		c. Initial					
		d. Intermediate					
Renaissance Program - Partners in Living and Learning; Perfect Attendance; Up Yours Award; Student of the Month Awards; Homeroom GPA Challenge Competition; B.U.G. Award (Bring up grade); Keali'I Pride; Imua Awards; Staff of the Month Awards		a.1 100% of all teachers receive preview of the Renaissance Program at the beginning of each year. a.2 80% of all teachers will participate in the program by nominating students for the various recognition awards throughout the school year. a.3 80% of all teachers participate in the program by encouraging and reminding their homeroom students to strive toward qualifying for a Partners Card. a.4 10% of all teachers participate in the planning of activities and take the leadership role in sub-committees by becoming a member of the Renaissance Committee. b.1 70% of total students throughout all grade levels participate in the Renaissance Partners Program by raising their GPA's to	Students, Teachers, Counselors, Classified Staff, Parents, Community, Admin.	July, 2006 to June, 2007	15,000.00	B	Cost for quarterly reward activities, monthly recognition awards and various incentives of the program.

	the highest level as their goal, exercise good behavior, and complete (4) hours of community service to reflect good citizenship.					
Renaissance Committee Members (4 members maximum) to attend annual National Renaissance Conference	<p>a.1 100% committee members will commit to extend current positive incentives for maximum student and staff participation</p> <p>b.1 10% increase of student participation in Renaissance Program</p>	Students, Teachers, Counselors, Classified Staff, Parents, Community, Admin.	June – July, 2007	7,500.00	B	Travel costs, hotel, and conference fee
TOTALS/SUMMARY				22,500.00		

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Goal 2. Provide comprehensive support for all students							
Strategic Action #3			Performance Targets				
1.	Continuation of practicing TRIBES philosophy school wide		Average daily attendance	96% or higher			
			SQS Student Safety Rating	60% positive responses			
Targeted Intervention Practicing the TRIBES agreements school wide. Practicing the TRIBES activities to promote safety in the classrooms as well as on campus.			Rationale Sustaining and building capacity by practicing the TRIBES program school wide will provide a safe and healthy learning environment for all students. By practicing the agreements of TRIBES, staff and students will understand and practice positive interactions among each other. By establishing a safe learning environment, teachers will be able to target standards-based instruction with a higher percentage of improvement.				
Enabling Activities	Outcomes		Lead	Timeline	Cost	Resources	
	e. Initial f. Intermediate						
Implement the ongoing practice of TRIBES school wide	a.1	100% of all new teachers will participate in TRIBES training at the beginning of each school year.	Teachers, Counselors, Admin., EA's, Students, Security Aides	SY2006-2007 July, 2006 to June, 2007	2,219.00	B	TRIBES training cost (317/ea) (7) new teachers (4) days substitute per teacher @ 140.00/day
	a.2	80% of all teachers will practice the TRIBES philosophy in all classrooms and on campus.			3,920.00	A	
	a.3	Classroom walk-throughs will show the TRIBES agreements posted/displayed on the walls of all classrooms school wide.					
	b.1	80% of all students, school wide, will practice the TRIBES agreements in school.					
	c.1	A team of school staff will lead a review of the TRIBES philosophy at the beginning of the year for returning staff.					
TOTALS/SUMMARY					6,139.00		

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Goal 3. Continuously improve performance and quality							
Strategic Actions			Performance Targets				
1.	Continued commitment to established practices to maintain high levels of student improvement in standards based learning and quality of life by providing activities that will increase parent and community involvement.		Percent of students mastering basic skills	55% meet NCLB requirements in reading and math			
			Parent Satisfaction	80% positive responses - SQS			
			Teacher Satisfaction	80% positive responses - SQS			
Targeted Intervention Sustain effective professional development programs and practices in the teaching culture and modify student supports through data analyses in a timely manner to address student needs.			Rationale Through recent years of professional development and practice, the staff has gained a significant amount of knowledge and skills in the area of reading comprehension in all content areas. We are still in the beginning stages of data gathering and analyses and although we are committed to capitalize on acquiring more expertise in this area in order to build capacity of our staff to sustain any student growth we have experienced as well as to continue to improve in all areas with a high light on math.				
Enabling Activities		Outcomes		Lead	Timeline	Cost	Resources
		a.	Initial				
		b.	Intermediate				
<ul style="list-style-type: none"> Provide professional development in reading comprehension and interdisciplinary math skills. 		a.1	100% certificated staff participation in professional development activities	Principal, PD Resource Teacher, Teachers, Counselors	Bi-monthly beginning in Sept, 2006 to May, 2007	See GLO and Standards Based Instruction PD-included	

<ul style="list-style-type: none"> Integrate up to 30-minute periods in faculty meetings for departments to share effective reading comprehension strategies used across all content areas such as inference, anticipatory, prediction, etc. 	<p>a.1 100% of all teachers participate in the planning and in presenting reading comprehension lessons to their colleagues.</p> <p>a.2 100% of all teachers identify the reading strategies they used in the reading activity</p>	DH's, teachers	Sept, 2006 to May, 2007			
<ul style="list-style-type: none"> Continue to utilize faculty meeting time for sharing and summarizing successful teaching strategies and skills. 	<p>b.1 85% of student work in classrooms reflect the result of instruction gained from PD activities</p>	Teachers	Aug, 2006 to May, 2007			
<ul style="list-style-type: none"> Send Department Chairpersons, Grade Level Chairpersons, classroom teachers, and Educational Assistants to District and State trainings and conferences (includes HAMS Conference, Maui District Middle Level Professional Development Day, etc.) 	<p>a.1 100% of all teachers attending PD trainings, in-services and conferences will share information/knowledge gained from trainings/conferences with colleagues</p> <p>a.2 75% of all teachers will practice new skills / knowledge gained from PD trainings, in-services, and conferences.</p> <p>b.1 50% of all students will be introduced to new concepts from PD trainings, in-services, and conferences.</p>	DH's, GLC's, Principal	Aug, 2006 to May, 2007	5,000.00	A/B	Substitutes, Per Diem, Air and Ground Transportation Costs, Registration Fees
<ul style="list-style-type: none"> Set aside time in faculty meetings to address instructional challenges 	<p>a.1 100% of all teachers state challenges they face in their classrooms.</p> <p>a.2 100% of all teachers share their successful strategies regarding challenges being experienced in another classroom environment.</p> <p>a.3 100% of all teachers problem solve existing challenges.</p>					

<ul style="list-style-type: none"> Encourage teachers to take the middle level tests to become highly qualified teachers in courses outside of their certification. Encourage teachers to enroll in the Middle Level Education Masters Program offered by U.H. 	<p>a.1 100% of all teachers will become highly qualified by taking the middle level certification tests in courses allowed by State outside their certified area.</p> <p>a.1 15% of all teachers will complete the Middle Level Education Masters' Program offered by U.H.</p>	<p>Teachers</p> <p>Teachers</p>	<p>Aug, 2006 to -----</p> <p>Aug, 2006 to -----</p>			
<ul style="list-style-type: none"> Attend Time Management Seminar with other Maui District Middle School teams 	<p>a.1 100% of team members will form a committee to lead faculty to explore possible block scheduling master schedule; explore school day time schedule and amend existing schedule</p>	<p>DH's Admin.</p>	<p>July,2006 - May,2006</p>	<p>3,000.00</p>	<p>A</p>	<p>25% of total cost for Bill Denny, seminar leader plus air, ground, and hotel expenses.</p>
TOTALS/SUMMARY				8,000.00		

