



Kailua Intermediate School

Academic Plan

SY 2023-2024

145 S Kainalu Drive
Kailua, HI 96734
808-307-1400
<https://kailuainter.k12.hi.us/>

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

Submitted by Principal Nathan Maeda	
	04/04/24

Approved by Complex Area Superintendent Lanelle Hibbs	
	04/11/2024



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
7	My Perspectives by Savvas	Desmos Math 7		
7 / Honors	My Perspectives by Savvas	Desmos Math 7 & 8		
8	My Perspectives by Savvas	Desmos Math 8		
8 / Honors	My Perspectives by Savvas	Desmos Math Algebra 1		



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
7	Dreambox ▾	iReady ▾
8	Dreambox ▾	iReady ▾



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: 2023, Next Full Self-Study: 2029
- Other current accreditation self-study

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.

1

Student Need: Increase student achievement in Reading, Math, and Science

Content Areas	All Students	SPED	EL	Disadvantaged
ELA	66%	20%	43%	54%
Math	46%	9%	18%	29%
Science	49%	17%	41%	31%

Root/Contributing cause(s):

- 1A. Making sure curriculum and pacing guides are aligned to standards and within content areas
- 1B. High Absenteeism
- 1C. Lack of HQT in content areas
- 1D. Identify and provide support (RTI) for struggling students
- 1E. Inconsistent use of FIAB
- 1F. No school wide system/process for Data Teams in place



2	<p><u>Student Need:</u> Collective understanding of what RTI is to create an effective data driven standards based program that addresses our areas of need.</p> <p><u>Root/Contributing cause(s):</u></p> <p>2A. Teachers do not have common understanding of RTI 2B. Consistent follow-up and progress monitoring with new staff to ensure programs and processes are implemented with fidelity 2C. No consistent school wide structure of how teachers should be doing RTI 2D. We do not have staff trained in RTI</p>
3	<p><u>Student Need:</u> Consistency, communication, and clarity with programs to more effectively address student behavior, academic, and social needs</p> <p><u>Root/Contributing cause(s):</u></p> <p>3A. No consistent school-wide system in place for identifying and reporting student concerns and lack of understanding for who is responsible</p>
4	<p><u>Student Need:</u> Create a system that allows for increased collaboration within all grade levels and departments around the data team process.</p> <p><u>Root/Contributing cause(s):</u></p> <p>4A. No accountability for not participating in the process 4B. Electives are mixed grades and mixed teams which prevent collaboration w/ core teachers for IDU PBL 4C. Master schedule is not conducive to maximizing collaboration across contents</p>
5	<p><u>Student Need:</u> All teachers will be able to design & implement interdisciplinary project based learning for all students in order to provide a more authentic, collaborative, and relevant learning experience.</p> <p><u>Root/Contributing cause(s):</u></p> <p>5A. Lack of common understanding of what IDU & PBL are</p>



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

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

1

Targeted Subgroup: Special Education

Identified Student Need(s):

Content Area	SY 2020-2021	SY 2021-2022	SY 2022-2023
ELA Gap	61	57	57
Math Gap	34	51	52
Science Gap	33	56	45

2

Targeted Subgroup: English Learner

Identified Student Need(s):

Content Area	SY 2020-2021	SY 2021-2022	SY 2022-2023
ELA Gap	43	51	35
Math Gap	41	34	43
Science Gap	51	42	20



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 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>
Reading Proficiency 1.1.2. Kailua Intermediate School's overall SBA Reading proficiency scores will increase by 2 percentage points.	1A 1D 1E 1F 4A	<p>EA 1.1.2 (1) Create and implement school wide activities that promote a positive school culture testing. [Student Activities Coordinator & Choose Aloha Leadership Team]</p> <p>EA 1.1.2 (2) Teachers engage in departmental PLC days quarterly in order to align curriculum maps, pacing guides, and instructional practices that support academic achievement. [Department Heads]</p> <p>EA 1.1.2 (3) Steering will establish a system and process for school wide data teaming. [Steering Leadership Team]</p> <p>EA 1.1.2 (4) Teachers will implement the data team system and process with departments. [Academic Coach & Department Heads]</p>	<p>SBA Reading Scores</p> <p>Student Activities specifically supporting testing</p> <p>Data Team tools, structure, & forms</p> <p>PLC Agendas & Minutes</p>	<input checked="" type="checkbox"/> WSF, \$45,796 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

<p>Mathematics Proficiency</p> <p>1.1.3. Kailua Intermediate School's overall SBA Math proficiency scores will increase by 1.5 percentage points.</p>	<p>1A 1B 1D 1E 1F 4A</p>	<p>EA.1.1.3 (1) Create and implement school wide activities that promote a positive school culture testing. [Student Activities Coordinator]</p> <p>EA 1.1.3 (2) Teachers engage in departmental PLC days quarterly to align curriculum maps, pacing guides, and instructional practices that support academic achievement. [Department Heads]</p> <p>EA 1.1.3 (3) Steering will establish a system and process for school wide data teaming. [Steering Leadership Team & Academic Coach]</p> <p>EA 1.1.3 (4) Teachers will implement the data team system and process with departments. [Academic Coach & Department Heads]</p> <p>EA. 1.1.3 (5) Teachers will monitor student progress throughout the school year using universal screener results and growth. [Math Teachers & Academic Coach]</p>	<p>SBA Math Scores</p> <p>iReady Fall, Winter, Spring Scores</p> <p>Student Activities specifically supporting testing</p> <p>Data Team tools, structure, and forms</p> <p>PLC Agendas and minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$45,796</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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One-Year Academic Plan SY 2024-2025

<p>1.1.4. All students will show continued academic growth irrespective of background and circumstances</p> <p>KIS will improve ELA MGP from 51 to 53 and Math MGP from 52 to 54 through systemic processes.</p> <p>ELA will lower the overall gap of 27.5% to 25.5%.</p> <p>Math will lower the overall gap of 35.8% to 33.8%.</p> <p>Science will improve proficiency from 49% to 51% and will lower the achievement gap from 28.5% to 26.5%.</p>	<p>1B 1C 1D 1E 1F 2A 2B 2C 2D 4A</p>	<p>EA 1.1.4 (1) Steering will establish a system and process for school wide data teaming with agendas and follow up action items. [Steering Leadership Team]</p> <p>EA 1.1.4 (2) Data teams will use assessment data to identify students who require additional support and intervention. [Academic Coach & Department Heads]</p> <p>EA 1.1.4 (3) MTSS coordinator will develop RTI process with a timeline and action items. [MTSS Coordinator]</p> <p>EA. 1.1.4 (4) Teachers and Counselors will monitor student progress throughout the school year using universal screener results and growth. [MTSS Coordinator]</p> <p>EA. 1.1.4 (5) Teachers will integrate Scientific and Engineering Practices and Cross Cutting Concepts of NGSS standards through hands-on labs, place-based and cultural experiences in order to help students make meaningful connections to learning and future pathways in their high school and post-high school experiences. [Science Teachers]</p>	<p>Common agenda templates for Teams and Departments</p> <p>SBA, Grades, Data from assessments</p> <p>Common process for how RTI runs</p> <p>SBA, iReady, Dreambox, Report Cards, Progress Reports</p>	<p><input checked="" type="checkbox"/> WSF, \$45,796</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$8000</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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One-Year Academic Plan SY 2024-2025

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>All students will transition to Kailua Intermediate School with the understanding of the school climate, campus and schedule.</p> <p>All students will transition to Kailua High School or Kalaheo High School with their registration completed and prepared for High School</p>	<p>3A</p>	<p>EA 1.1.5 (1) Transitioning Activities (Elementary to Middle)</p> <ul style="list-style-type: none"> A. Ho'okahua- Summer transition program for incoming 7th graders [PBIS Counselor & Ho'okahua Team] B. Incoming 6th graders visit KIS campus for a campus tour and registration info. [Counselors] C. Counselors and admin visit feeder elementary schools to speak to the 6th grade classes. [Counselors and Administrators] D. Parent night for incoming 7th graders [Administrators] E. 1st day of school with only 7th grade students to tour the campus and get to know the teachers and rules. <p>EA 1.1.5 (2) Transitioning Activities (Middle to High School)</p> <ul style="list-style-type: none"> A. KIS 8th graders visit Kailua and Kalaheo High School. [Counselors] B. Meetings with the High school CTE teams in the Summer to vertically align KIS activities and curriculum with CTE pathways and to plan transition days in December. and for High school registration [Counselors, Administration, Registrar & SAC] C. High School Registration through Advisory [All teachers] D. Core classes make recommendations for classes. [Core Teachers] 	<p>Evaluation after each event or activity</p> <p>Panorama surveys and data</p> <p>All 8th graders have completed and submitted their registration cards.</p> <p>Agenda and meeting notes/minutes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:\$7,500 <input type="checkbox"/> Other:_, \$
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★ 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>
1.2.1. Kailua Intermediate students will improve their attendance by 5 percentage points from our previous rate of 24.3%.	1B 1C 1D 2A 2B 2C 2D	EA 1.2.1 (1) School will implement school wide PBIS & MTSS systems and programs to create a safe and positive school environment. A. Counselors offer quarterly rewards to incentivize students to attend school regularly (Attendance in TARO). [Counselors] B. Aloha Bucks Rewards System [PBIS Counselor & MTSS Coordinator] C. SEL activities and Advisory Lessons [Choose Aloha Leadership Team, PBIS Counselor, & MTSS Leadership Team]	TARO Tracking and Quarterly Rewards Counselors tracking attendance on Infinite Campus Panorama Survey	<input checked="" type="checkbox"/> WSF, \$15,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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<p>1.2.2. Kailua Intermediate students demonstrate positive behaviors at school.</p>	<p>1C 1D 2B 2D</p>	<p>EA 1.2.2 (1) School will implement school wide PBIS & MTSS systems and programs to create a safe and positive school environment. A. Counselors offer quarterly rewards to incentivize students to have good behavior on a regular basis (Referrals in TARO). [Counselors]</p> <p>EA 1.2.2. (2) All students are supported by a Positive Behavior Intervention and Support Counselor.. [Grade Level Counselors, PBIS Counselor]</p> <p>EA 1.2.2 (3) Teachers maintain a positive and collaborative classroom environment, preventing and managing student behaviors. [All Teachers]</p> <p>EA 1.2.2 (4) School activities give students opportunities to engage positively with peers throughout the school year. [Student Activities Coordinator]</p> <p>EA 1.2.2 (5) Students will have access to a variety of after-school clubs (i.e Drone Club, Culture Club, Running Clubs, E-Sports, Garden, Crochet, Robotics, Weightlifting, etc.) [UPLINK/Soar Higher Coordinator & Administrators]</p>	<p>TARO Tracking and Quarterly Rewards</p> <p>Aloha Bucks usage and rewards</p> <p>Panorama Survey</p> <p>Lunch activities, Career Days, Pi Day, Mid Quarter Motivation Days</p>	<p><input checked="" type="checkbox"/> WSF, \$15,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$6249 <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:\$100,000 <input type="checkbox"/> Other:__, \$</p>
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<p>1.2.3. Kailua Intermediate students experience a Nā Hopena A’o environment for learning.</p>	<p>1A 1C 3A</p>	<p>EA 1.2.3 (1) All students receive SEL curriculum through advisory. Students learn through the curriculum adapted from the Foundations of Aloha. [Choose Aloha Leadership Team]</p> <p>EA 1.2.3 (2) Student Activities creates opportunities for students to learn about Hawaiian culture and participate in ‘aina based activities. [PBIS & Student Activities Coordinator]</p> <p style="padding-left: 20px;">A. Annual May Day Program B. Field Trips to community/cultural sites</p> <p>EA 1.2.3 (3) All staff participate in a Staff Culture Day to engage in cultural activities to build a common understanding of Nā Hopena A’o. [Academic Coach & Administrators]</p> <p>EA 1.2.3 (4) All students have access to place-based texts to deepen understanding of Hawaiian values. [Teachers]</p>	<p>Choose Love Lessons</p> <p>Foundations of Aloha Lessons</p> <p>Community Service Field Trips and Partnerships</p> <p>Beginning of year PC Day (Staff Culture Day)</p> <p>Na Hopena A’o posters are visible in all classrooms</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>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>
<p>1.3.1. Kailua Intermediate School students will experience and engage in a variety of career, community, and civic opportunities.</p>	<p>5A</p>	<p>EA. 1.3.1 (1) Students participate in post-secondary education and career fairs and learn about careers and programs of interest through interactions with community members. [Student Activities Coordinator]</p> <p>EA. 1.3.1 (2) Students visit various community cultural sites in order to engage in civic and community awareness and responsibility activities. [Student Activities Coordinator & PBIS Counselor]</p> <p>EA. 1.3.1 (3) Elective teachers connect students to guest speakers in careers that are linked to their courses in order to make real-world connections (i.e, AVID college field trips, Farm 2 Fork field trips and guest speakers, Amazon Future Engineers). [Teachers]</p> <p>EA. 1.3.1 (4) Students plan, design, film, and present a daily Broadcast to inform the school community about pertinent topics, student successes, and upcoming engagement opportunities. [Broadcast/Media Teacher]</p>	<p>Post Fair student surveys/reflections</p> <p>Post cultural site student reflections/surveys</p> <p>Elective Courses Pacing Guides</p> <p>Pi Day Plans/Agenda</p> <p>PBL Project Maps</p>	<p><input checked="" type="checkbox"/> WSF, \$20,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



		<p>EA. 1.3.1 (5) Students help in the planning and implementation of school-wide community building activities (i.e, lunch activities, campus tours, Turkey Trot). [Student Activities Coordinator]</p> <p>EA. 1.3.1 (6): Students are provided opportunities to connect with various communities, build collaboration skills, and reflect on their role in a community through various projects/activities within Core classes (i.e. Math Pi Day, PBL projects). [Teachers]</p> <p>EA. 1.3.1 (7): Students are provided binders and planners at the beginning of the school year to organize assignments and schoolwork. [AVID Coordinator & AVID Leadership Team]</p>		
<p>K-12 Alignment</p> <p>1.3.2. Students are prepared for high school. Schoolwide PBL implementation, every student will experience at least one high quality project (Gold Standard Project Design).</p>	<p>4C 5A</p>	<p>EA. 1.3.2 (1) All teachers will be trained in PBL 101. [Academic Coach & Administrators]</p> <p>EA. 1.3.2 (2) All grade level core content team members will create an interdisciplinary PBL unit. [Academic Coach & Core Content Area Teachers]</p>	<p>Curriculum maps/pacing guides</p> <p>End of year Student Showcase</p>	<p><input 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 type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



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 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>
2.1.1- Kailua Intermediate School students are taught by effective teachers.	1D 2A 2D 3A 4A	2.1.1 (1) The Instructional Leadership Team (ILT) will facilitate and guide staff through multiple professional learning cycles that focus on supporting an identified targeted instructional area using selected powerful instructional practices. [ILT] 2.1.1 (2) Provide all teachers with support through the BERC Consulting Group in order to strengthen professional practices and schoolwide systems. [Steering Leadership Team, Academic Coach, Administrators]	ILT Cycles of Professional Learning Calendar ILT Agendas & Minutes Steering Leadership Team Agendas & Minutes	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$



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		<p>2.1.1 (3) Provide all staff with access to professional development and informational workshops that specifically address the needs of Middle Level Learners. [Administrators & Academic Coach]</p> <p>2.1.1 (4) Provide all teachers with informational workshops and professional development in order to increase understanding and implementation of inclusive practices school-wide. [MTSS Coordinator, Academic Coach, Student Services Coordinator & Administrators}</p>	<p>BERC Meeting Agendas</p> <p>AMLE Conference Agenda, Attendance Log, & post reflection survey</p> <p>MTSS Leadership Team Agendas & Minutes</p> <p>Faculty Meeting Agendas</p>	<p><input checked="" type="checkbox"/> Other: Middle Level, \$35,000</p>
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Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired 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?" "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?" 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>3A</p>	<p>3.3.1 (1) School Community Council will meet monthly and have a full membership with representatives from teachers, staff, students, administration, parents, and community in order to ensure that the needs of all students are met. [Administration]</p>	<p>Monthly meeting agendas and minutes</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </p>



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

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>
3.3.2 Kailua Intermediate School families and community members are provided opportunities to actively participate in activities that support academic achievements and performance.	3A	3.3.2 (1) Staff members welcome and introduce parents and students to the KIS community through Back to School Night and Parent Night. [Teachers and Administration] 3.3.2 (2) Parent and Community members are invited to a variety of academic and performance events that showcase student work (ie, AVID Parent Night, Academic Showcase Events, Band Performances, Fall Fest, Science Fair, Department Specific events) [Academic Coach, Student Activities Coordinator, AVID Coordinator, Teachers, Administrators]	Event Planning Minutes/ Agendas Post Event Surveys/ Feedback	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



APPENDIX: 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 Kailua 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)*

1083 hours per year

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

We requested 4 Waiver Days. 2 days are requested for whole school Project Based Learning professional development days. 1 day is requested for the entire faculty and staff to participate in the Hawaii Association of Middle Level Education Conference. 1 day is requested for a Staff Cultural day to strengthen our sense of belonging and our understanding of Hā Framework

Bell Schedule:

[KIS Bell Schedule](#)