



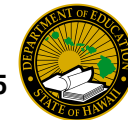
King Intermediate Academic Plan SY 2024-2025

46-155 Kamehameha Hwy, Kāne'ohe, HI 96744
(808) 210-0640
<https://www.king.k12.hi.us/>

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

Submitted by Principal Wade Araki	
<i>Wade Araki</i>	4/5/24

Approved by Interim Complex Area Superintendent Matt Ho	
<i>Matt Ho</i>	04/05/2024



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
Grades 7-8	2019 Amplify ELA	HMH Into Math		
Grade 8	2019 Amplify ELA	Algebra 1, Geometry, Algebra 2		

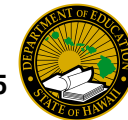
SCREENING ASSESSMENTS

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
Grades 7-8	iReady ▾	iReady ▾



IDENTIFIED SCHOOL NEEDS

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

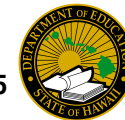
- Current Comprehensive Needs Assessment (CNA)

Please identify critical student learning needs and the 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 contributing cause(s) for ease of cross-referencing.

Problem-Solving Cycle Evidence: [Problem-Solving Cycle](#)

1	<p>Student Need: ELA Scores</p> <p>Contributing cause(s):</p> <ul style="list-style-type: none"> • No schoolwide programs • Limited vocabulary • Lack of proper decoding strategies
2	<p>Student Need: Math Scores</p> <p>Contributing cause(s):</p> <ul style="list-style-type: none"> • Lack of student engagement • Lack of teacher training in math strategies • Lack of teacher preparedness • Lack of SBA preparedness
3	<p>Student Need: Behavior</p> <p>Contributing cause(s):</p> <ul style="list-style-type: none"> • Inconsistent schoolwide behavioral expectations • Lack of clarity on expectations • Lack of consistency in enforcement in and out of class



- Lack of working with parents on student behavior
- Students may not feel safe in that space

4 Student Need: Grade Marks Do Not Match Test Scores

Contributing cause(s):

- Assessments not aligned to standards
- Too many standards/hard to understand standards - focus/prioritize/unpack standards,
- Unclear expectations
- Varied implementation of K12 initiatives

5 Student Need: Low Parent/Community Involvement

Contributing cause(s):

- Low/no teacher communication to parents
- Parents and community don't know how to be involved
- Lack of understanding of family and school responsibilities

6 Student Need: Teacher Retention

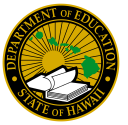
Contributing cause(s):

- No clear onboarding help for new teachers
- No follow up for new teacher support

7 Student Need: Native Hawaiian Subgroup

Contributing cause(s):

- Lack of learning opportunity/training
- Lack of cohesive investment in cultural practices
- Lack of place-based knowledge/cultural pride
- Generational trauma



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.

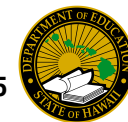
1	<p>Targeted Subgroup: Native Hawaiian students</p> <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> • Strategies to teach new generation of students.
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2	<p>Targeted Subgroup: Special Education students</p> <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> • Co-teaching strategies • Strategies to cope in a general education classroom
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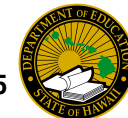


Priority 1 High-Quality Learning For All

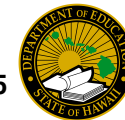
★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> 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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
Reading Proficiency 1.1.2. All students read proficiently by the end of <u><i>eighth grade</i></u> , and those who do not read proficiently receive necessary and timely support to become proficient.	<ul style="list-style-type: none"> No schoolwide programs Limited vocabulary Lack of proper decoding strategies 	Train ELA teachers in the new ELA curriculum. <ul style="list-style-type: none"> Prioritize and unpack standards Develop pacing guides Develop proficiency scales Accountable lead: Gwynne Lees	Meeting notes and PD minutes (Priority standards, Pacing guides, Proficiency scales)	Consultant Contract (Amplify) <input checked="" type="checkbox"/> Title 1, \$30,000
		Academic Vocabulary will be posted in all classrooms. Accountable lead: Administrators	Learning Walk data	



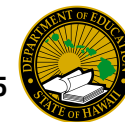
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of <i>eighth grade</i>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<ul style="list-style-type: none"> • Lack of student engagement • Lack of teacher training in math strategies • Lack of teacher preparedness • Lack of SBA preparedness 	<p>Train Math teachers in the new Math curriculum.</p> <ul style="list-style-type: none"> • Prioritize and unpack standards • Develop pacing guides • Develop proficiency scales <p>Accountable lead: Cat Ogimi</p>	<p>Meeting notes and PD minutes (Priority standards, Pacing guides, Proficiency scales)</p>	<p>Consultant Contract (T.Hefflebower) <input checked="" type="checkbox"/> WSF, \$30,500</p>
		<p>Align Grades 6 and 7 Core Math standards to the Priority Instructional Content (PIC) from Achieve the Core.</p> <p>Accountable lead: Cat Ogimi</p>	<p>Meeting notes and PD minutes (Priority standards, Pacing guides, Proficiency scales)</p>	
		<p>Continue aligning Grades 8 and 9 math instructional practices.</p> <p>Accountable lead: Cat Ogimi</p>		
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<ul style="list-style-type: none"> • Lack of learning opportunity/training • Lack of cohesive investment in cultural practices • Lack of place-based knowledge/cultural pride • Generational trauma 	<p>Understand strategies to teach Native Hawaiian students.</p> <ul style="list-style-type: none"> • Generation Alpha PD <p>Accountable lead: Wade Araki</p>	<p>Meeting notes and PD minutes</p> <p>Behavior data</p> <p>Learning Walk data</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p>



<p>1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p>	<p>There is a need for clear transitions between and across schools.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> ● Castle Graduate Profile ● Culturally & Community Minded ● College Ready ● Career Ready ● Life Ready <p>Accountable lead: Wade Araki</p>	<p>Graduate Profile Action Plan</p>	<p>Consultant Contract (J.Steele)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$48,900 <input checked="" type="checkbox"/> Title 1, \$38,400
<p>Alignment with the National Career Academy Coalition (NCAC) standards of practice for middle school including:</p> <ul style="list-style-type: none"> ● Continuing to implement King’s NCAC SOP Action Plan ● Revising Advisory to include career/college exploration ● Developing the profile of a King completer ● Creating an ambassador program ● Developing House Teams ● Piloting an 8th interdisciplinary publicly-defended project using PBL model <p>Accountable lead: Wade Araki</p>				



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	<ul style="list-style-type: none"> Varied implementation of K12 initiatives Lack of student engagement 	<p>Continue with training of project-based learning for all teachers to increase PBL opportunities for all students.</p> <p>Accountable lead: Wade Araki</p>	<p>Meeting notes and PD minutes</p> <p>Learning Walk data</p>	<p>Consultant Contract (J.Steele)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$48,900 (repeat cost) <input checked="" type="checkbox"/> Title 1, \$38,400 (repeat cost)
1.2.2. All students demonstrate positive behaviors at school. 1.2.3. All students experience a Nā Hopena A'o environment for learning.	<ul style="list-style-type: none"> Inconsistent schoolwide behavioral expectations Lack of clarity on expectations Lack of consistency in enforcement in and out of class Lack of working with parents on student behavior Students may not feel safe in that space 	<p>Select and train teachers in the SEL program.</p> <p>Accountable lead: Janelle Higa</p>	<p>Behavior data</p>	<p>Consultant Contract (J.Steele)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$48,900 (repeat cost) <input checked="" type="checkbox"/> Title 1, \$38,400 (repeat cost)



★ 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>	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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the 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>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>There is a need for clear transitions between and across schools.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> ● Castle Graduate Profile ● Culturally & Community Minded ● College Ready ● Career Ready ● Life Ready <p>Accountable lead: Wade Araki</p> <hr/> <p>Alignment with the National Career Academy Coalition (NCAC) standards of practice for middle school including:</p> <ul style="list-style-type: none"> ● Revising Advisory to include career/college exploration ● Developing the profile of a King completer ● Creating an ambassador program ● Developing House Teams ● Piloting an 8th interdisciplinary publicly- defended project using PBL model <p>Accountable lead: Wade Araki</p>	<p>King Profile Action Plan</p>	<p>Consultant Contract (J.Steele)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$48,900 (repeat cost) <input checked="" type="checkbox"/> Title 1, \$38,400 (repeat cost)



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.

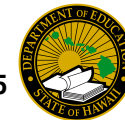
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
Learning Walk Data evidence will show: <ul style="list-style-type: none"> ● Intended learning outcomes are posted ● Intended learning outcomes lead to mastery of standards ● Engagement ● Academic Discourse ● Depth of Knowledge ● Formative Assessments 	<ul style="list-style-type: none"> ● Varied implementation of K12 initiatives ● Lack of student engagement 	<p>Provide training of project-based learning for all teachers to increase PBL opportunities for all students</p> <p>Accountable lead: Wade Araki</p> <hr/> <p>Teachers will continue to be trained in and utilize AVID strategies.</p> <p>Accountable lead: Brandi Uyehara-Shimokawa</p>	Meeting notes and PD minutes Learning Walk data	Consultant Contract (J.Steele) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$48,900 (repeat cost) <input checked="" type="checkbox"/> Title 1, \$38,400 (repeat cost)



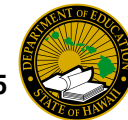
Priority 3

Effective and Efficient Operations At All Levels

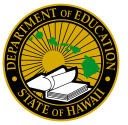
★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable 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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	Our school has a full-membership SCC that meets at least quarterly. Establish an Academy Advisory Board to help guide the school as we develop our Academies. Accountable lead: Gwynne Lees	SCC agendas and minutes	No additional cost



<p>★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.</p>				
<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Contributing Cause "Why are we doing this?"</p>	<p>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?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Source of Funds "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.</p>
<p>Develop and promote opportunities/events for parents and community to be involved in the school experience.</p>	<ul style="list-style-type: none"> • Low/no teacher communication to parents • Parents and community don't know how to be involved • Lack of understanding of family and school responsibilities 	<p>Continue to increase meetings with all stakeholders to establish clear lines of communication.</p> <p>Accountable lead: Joy Kuraoka, Chad Takahashi</p>	<p>Meeting/activity announcements</p>	<p>No additional cost</p>
		<p>Establish an Academy Advisory Board to help guide the school as we develop our Academies.</p> <p>Accountable lead: Joy Kuraoka, Chad Takahashi</p>	<p>Advisory Board Minutes</p>	<p>No additional cost</p>



★ Other Systems of Support				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
Involve all stakeholders in decisions using the CSI model	<ul style="list-style-type: none"> Unclear expectations Varied implementation of K12 initiatives 	<p>Continue to implement a distributed leadership model for school decisions.</p> <p>Accountable lead: Wade Araki</p>	Leadership Team minutes	No additional cost



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 **King Intermediate'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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,155
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, requested 4 waiver days
Bell Schedule: Bell Schedule	