

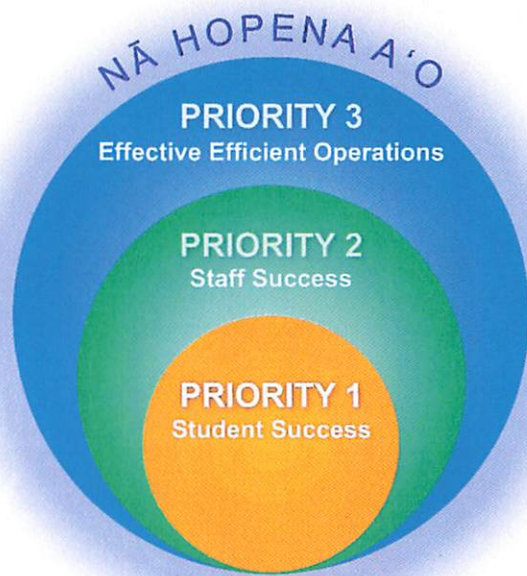
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One-Year Academic Plan SY 2024-2025

Kealakehe Intermediate School Academic Plan SY 2024-2025

74-5062 Onipaa St, Kailua-Kona, HI 96740
(808) 327-4314
<http://www.kishawks.org/>



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

Submitted by Principal Janice Blaber	
<i>Janice Blaber</i>	April 2024

Approved by Complex Area Superintendent Janette Snelling	
<i>Janette Snelling</i> <small>Janette Snelling (Apr 26, 2024 12:02 HST)</small>	Apr 26, 2024



Comprehensive Instructional RESOURCES/MATERIALS to support your Guaranteed and Viable Curriculum (GVC)

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 6-8	Amplify	Ready Math	Teacher Curriculum Institute	Teacher Created and Teacher Curriculum Institute

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 6-8	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 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: April 2023](#) and [Visiting CMTE Report](#), Next Full Self-Study: 2030

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	<p><u>Student Need:</u> Students need the ability to decode unfamiliar words and comprehend what they are reading.</p> <p><u>Root/Contributing cause(s):</u> There is a weak foundation in language acquisition and structured literacy because of the absence of professional development for teachers and classroom support staff in the science of reading and writing.</p>
2	<p><u>Student Need:</u> Students struggle with the complexity of literacy, math, and science standards.</p> <p><u>Root/Contributing cause(s):</u> Inconsistent understanding of essential standards and a lack of effective, aligned instructional strategies that support a guaranteed and viable curriculum in the tier one and two settings.</p>
3	<p><u>Student Need:</u> Students need a welcoming and engaging school environment that fosters belonging, positive behavior, and academic success</p> <p><u>Root/Contributing cause(s):</u> Lack of strong school culture that supports strong student engagement, strong sense of belonging, and positive academic and social behaviors.</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	<p>Targeted Subgroup: Special Education</p> <p>Identified Student Need(s): 1. Need a supportive learning environment that addresses social-emotional needs. 2. Need to be able to decode unfamiliar words and read for meaning.</p>
2	<p>Targeted Subgroup: English Learners</p> <p>Identified Student Need(s): 1. Need safe and encouraging opportunities for oral communication practice 2. Need explicit instruction in language acquisition and academic english</p>
3	<p>Targeted Subgroup: Disadvantaged</p> <p>Identified Student Need(s): 1. Targeted support in reading and math to close the achievement gap between non high need students and high needs students.</p>



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.

<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>
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<p>Reading Proficiency</p> <p>(Aligned to 1.1.2.) All students read proficiently and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>There is a weak foundation in language acquisition and structured literacy because of inadequate professional development for teachers and classroom support staff in the science of reading and writing.</p>	<ol style="list-style-type: none"> 1. Explicit instructional routine in vocabulary - student friendly definition, examples, examples vs non examples, prefixes and affixes and root words. Accountable Lead: ELA Lead and AVID Lead 2. Explicit instruction within small groups to target literacy needs (Management of whole class + small group). Accountable Lead: ELA Lead and AVID Lead 3. Provide frequent opportunities for students to respond (orally and in writing) to questions where they have to show their understanding of subtle differences in usage and meaning of learned vocabulary. Accountable Lead: ELA Lead 4. Professional Development for educators in explicit instruction in vocabulary and reading and writing. Accountable Lead: Academic Coach 5. Professional development for educators in structured literacy. Accountable Lead: Academic Coach 6. Engage teachers and classroom support staff in professional development around powerful instructional practices and strategies to address tier 1 and tier 2 needs. Accountable Lead: MTSS 7. Math, ELA, and science departments will create a guaranteed and viable curriculum (GVC) grounded in agreed upon essential standards. 	<p>iReady Diagnostic</p> <p>Department Common Assessments</p> <p>Classroom Walkthru Data</p> <p>State Assessments: Smarter Balanced Assessments</p> <p>100% of students will reach their math and reading iReady STRETCH goal by 3rd universal screener.</p>	<p><input checked="" type="checkbox"/> WSF, \$100,000</p> <p><input checked="" type="checkbox"/> Title I, \$100,000</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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		<ul style="list-style-type: none">a. Math will use the main curricular resource Ready Math to create their GVC.b. Science will use the Teachers Curriculum Institute to create their GVC.c. ELA will use the Amplify curricular resource to create their GVC. <p>Accountable Leads: ELA, Math, Science Leads</p> <p>8. The GVC for Math, Science, ELA, and Social Studies will be developed by teachers and will include:</p> <ul style="list-style-type: none">a. Quarterly unit plansb. Agreed Upon Essential Standardsc. Agreed Upon proficiency scalesd. Pacing of essential standardse. Success Criteriaf. Learning Targetsg. Response to Intervention and Extension <p>Accountable Leads: ELA, Math, and Science Leads</p>		
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<p>Mathematics Proficiency</p> <p>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.</p>	<p>Inconsistent understanding of essential standards and a lack of effective, aligned instructional strategies that support a guaranteed and viable curriculum in the tier one setting.</p>	<ol style="list-style-type: none"> 1. Engage teachers and classroom support staff in professional development to unpack essential math standards for the purpose of building a guaranteed and viable curriculum. Accountable Lead: Academic Coach 2. Engage teachers and classroom support staff in professional development around powerful instructional practices and strategies to address tier 1 and tier 2 needs. Accountable Lead: Academic Coach 3. The math department will create a guaranteed and viable curriculum (GVC) grounded in agreed upon essential standards. Math will use the main curricular resource Ready Math to create their GVC. Accountable Lead: Math Department Lead 	<p>Common Assessments</p> <p>iReady Diagnostics</p> <p>Classroom Walkthru Data</p> <p>State Assessments: Smarter Balance Assessment</p> <p>100% of students will meet their iReady reading and math goals.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$100,000 <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>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>Inconsistent understanding of essential standards and a lack of effective, aligned instructional strategies that support a guaranteed and viable curriculum in the tier one setting.</p>	<ol style="list-style-type: none"> 1. All teachers and classroom support staff will engage in professional development on RTI implementation and strategies <ol style="list-style-type: none"> a. Classroom level RTI system b. School wide RTI system <p>Accountable Lead: Academic Coach</p> 2. All teachers will teach a Hawk Time intervention class (schoolwide RTI). <p>Accountable Lead: Registrar</p> 3. All teachers will incorporate a system of RTI into their weekly lessons. <p>Accountable Lead: Academic Coach</p> 4. Semester long math workshop class will be implemented to support students who are more than 3 years behind in math. <p>Accountable Lead: Registrar</p> 5. ESOL classes will be implemented to support language acquisition for English language learners. <ol style="list-style-type: none"> a. Via semester long classes b. Via Hawk Time classes <p>Accountable Lead: EL Lead</p> 6. Semester long study skills classes will be implemented to support students with highest needs in academic habits and social behaviors. <p>Accountable Lead: SPED Lead</p> 	<p>Common Assessments</p> <p>iReady Diagnostics</p> <p>Classroom Walkthru Data</p> <p>State Assessments: Smarter Balance Assessment</p> <p>100% of teachers implement RTI at least once a week as part of their guaranteed and viable curriculum</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$100,000</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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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>Inconsistent understanding of essential standards and a lack of effective, aligned instructional strategies that support a guaranteed and viable curriculum in the tier one setting.</p>	<ol style="list-style-type: none"> 1. School will implement AVID WICOR strategies schoolwide to support student engagement, sense of belonging, and positive academic behaviors. Accountable Lead: AVID Lead 2. All teachers and classroom support staff will engage in professional development of AVID WICOR strategies.. Accountable Lead: AVID Lead 3. Our school student leadership and Uplink program team will create 6th grade orientation experiences for incoming 6th graders throughout the year. They shall include: <ol style="list-style-type: none"> a. On campus visits b. Summer bridge program Accountable Lead: 6th Grade Level Lead 4. All 8th graders will <ol style="list-style-type: none"> a. Attend the summer bridge program at Kealakehe High School b. Be exposed to career pathways by the end of their 8th grade year Accountable Lead: 8th Grade Level Lead 	<p>100% of teachers will implement WICOR strategies by end of Q2.</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:Uplink \$100,000 <input type="checkbox"/> Other:__, \$
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<p>1.1.5 B</p>	<p>Special Education</p> <p>Need to be able to decode unfamiliar words and read for meaning.</p>	<ol style="list-style-type: none"> 1. All special education teachers and classroom support staff will receive professional development in explicit instruction in structured literacy. . Accountable Lead: SPED Lead 2. Special Education teachers, in a co-teaching setting, will deliver Hawk Time interventions to students who have not tested out of phonological awareness, phonics, and high frequency words. Accountable Lead: Grade Level Leads 	<p>iReady Diagnostics</p> <p>Read Naturally Data</p> <p>Classroom Walkthrough</p> <p>iReady Goal: All students will test out of phonological awareness, phonics, and high frequency words in iReady screener by December 2024</p> <p>April 2024 iReady: 100% of students have tested out of phonological awareness; 93% have tested out of phonics; 98% have tested out of high frequency words</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 type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/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 (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>Lack of strong school culture that supports strong student engagement, strong sense of belonging, and positive academic and social behaviors.</p>	<p>1. Advisory program that delivers SEL activities such as 5 minute conferencing and circle check in times. Accountable Lead: Grade Level Leads</p>	<p>100% of advisory teachers will rate themselves as confidently implementing tier 1 check-in strategies</p> <p>90% of students have 95% attendance or better</p> <p>70% of Students are in green for sense of belonging questions</p> <p>90% of Students are "on-track"</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 checked="" type="checkbox"/> Grant: Gear Up \$20,000</p> <p><input type="checkbox"/> Other: __, \$</p>



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			<p>3.0 GPA average on each grade level</p> <p>Placeholder - behavior goal here</p> <p>By the end of SY 2025, our chronically absent student percentage will decrease to 23%.</p>	
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Lack of strong school culture that supports strong student engagement , strong sense of belonging, and positive academic and social behaviors.</p>	<ol style="list-style-type: none"> School will implement an Advisory program that delivers SEL activities such as 5 minute conferencing and circle check ins on a weekly basis to support sense of belonging and positive social behaviors. Accountable Leads: Accountable Leads: Grade Level Leads School will implement AVID WICOR strategies schoolwide to support student engagement, sense of belonging, and positive academic behaviors. Accountable Leads: AVID Lead All teachers and classroom support staff will engage in professional development of AVID WICOR strategies. Accountable Leads: AVID Lead 	<p>Classroom walkthroughs</p> <p>Panorama SEL Data</p> <p>Attendance Data</p> <p>Quarterly Grades</p> <p>100% of teachers will rate themselves as confidently implementing tier 1 engagement strategies.</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 type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Lack of strong school culture that supports strong student engagement , strong sense of belonging, and positive academic and social behaviors.</p>	<p>1. During Advisory times, classes will engage in kuleana for ‘aina on campus IE., weeding duty, cafe duty, mural upkeep work on a regular basis. Accountable Leads: Grade Level Leads</p>	<p>Panorama data of sense of belonging among Special Education students will increase from 34% to 50%.</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>
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★ **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 <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>1.3.1. 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>Lack of strong school culture that supports strong student engagement, strong sense of belonging, and positive academic and social behaviors</p>	<p>1. The GVC of all our elective classes will allow students to engage in a variety of career, community, and civic opportunities.</p> <p>Accountable Lead: Electives Lead</p>	<p>All 8th grade students are able to select a pathway they would prefer for their career when completing high school registration form</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 checked="" type="checkbox"/> Grant: Gear Up \$5,000 <input type="checkbox"/> Other: __, \$ </p>



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<p>K-12 Alignment</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>Inconsistent understanding of essential standards and a lack of effective, aligned instructional strategies that support a guaranteed and viable curriculum in the tier one and two settings.</p>	<ol style="list-style-type: none"> School will implement AVID WICOR strategies schoolwide to support student engagement, sense of belonging, and positive academic behaviors. . Accountable Lead: AVID Lead All teachers and classroom support staff will engage in professional development of AVID WICOR strategies.. Accountable Lead: AVID Lead Our school student leadership and Uplink program team will create 6th grade orientation experiences for incoming 6th graders throughout the year. They shall include: <ol style="list-style-type: none"> On campus visits Summer bridge program Accountable Lead: Student Activity Coordinator 	<p>90% of students have 95% attendance or better</p> <p>70% of Students are in green for sense of belonging questions</p> <p>90% of Students are "on-track"</p> <p>3.0 GPA average on each grade level</p> <p>Placeholder - behavior goal here</p>	<p><input checked="" type="checkbox"/> WSF, \$50,000</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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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>
All staff will engage in the PLC process to ensure high quality instruction using the four critical questions as the road map for student success.]	Highly effective Teachers collaborate around student learning,	<ol style="list-style-type: none"> All teachers will engage in the PLC process on a weekly basis in departments. Accountable Lead: Department Leads All grade level teachers will engage in the data team process, using grade level goals (behavior and academic) to guide their work and progress monitor success. Accountable Lead: Grade Level Leads 	Common Assessments iReady Diagnostics 100% of students will reach their iReady reading and math goals.	<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: __, \$



*Complex Required
for all schools.*

Grade Level

-90% of students
have 95%
attendance or
better

-70% of Students
are in green for
sense of
belonging
questions

-90% of Students
are "on-track"
-3.0 GPA average
on each grade
level

-Placeholder -
behavior goal
here



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 <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>
<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>Lack of strong school culture that supports strong student engagement, strong sense of belonging, and positive academic and social behaviors.</p>	<p>1. School Community Council and Community School (SCCCS) meetings will be held monthly to advise the principal on the progress of the academic plan.</p> <p>Accountable Lead:Community School Coordinator</p>	<p>Academic Plan Progress Monitoring</p> <p>SCCCS Agenda and Notes</p> <p>Panorama survey sense of belonging category will increase from 47% to 75% by May 2025.</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>



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★ 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	Lack of strong school culture that supports strong student engagement, strong sense of belonging, and positive academic and social behaviors	1. There shall be quarterly events to offer families and community members to actively participate in meaningful activities focused on improving student academic achievement and school performance. These shall include: <ol style="list-style-type: none"> a. Open House b. Student Led Conferences c. Literacy Night d. Career Fair e. Project Ho'ike f. 6th Grade Parent Orientation g. 9th Grade Parent Orientation Accountable Lead: Community School Coordinator	Community School Coordinator Meeting Agenda and Notes Community School Surveys Panorama survey sense of belonging category will increase from 47% to 75% by May 2025.	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$10,000 <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 checked="" type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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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 Kealakehe 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 <u>hours per year</u> <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>	1370 hours
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. We received four waiver days for Student Led Conferences. We received three waiver days for training on PLCs, AVID Strategies, and creating guaranteed and viable curriculum.

Bell Schedule: [Kealakehe Intermediate School Bell Schedule for SY 2024-2025](#)