



# Kailua Intermediate School Academic Plan SY 2025-2026

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

✓ Non-Title 1  
School

Title 1  
School

Kaipuni School  
(Self Contained)

Kaipuni School  
(Shared School Site)

Submitted by Principal [Nathan Maeda](#)

04/03/25

Approved by Complex Area Superintendent Lanelle Hibbs

04/15/2025

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

## VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

**Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
7th/7th Honors	'22 MyPerspectives	Desmos Math 6-8		
8th	'22 MyPerspectives	Desmos Math 6-8		
8th Honors	'22 MyPerspectives	Other:Desmos Algebra 1		

**Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
7th and 8th Grade	Novels	Delta Math	Explore Learning (Gizmos)	

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

**How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.**

Panorama

School-created template

Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
7th Grade	Other:Dreambox	I-Ready
8th Grade	Other:Dreambox	I-Ready

## 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 for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Other current assessment/self-study report:
- Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023  
Type of Last Visit: Full Self-Study

Year of Next Action: 2026  
Type of Next Action: Mid-Cycle Report & Visit

Year of Next Self-Study:  
2029

**Please identify critical student learning needs and the root/contributing cause 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?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><b><u>Student Need:</u></b> Improve application of discipline program to include better communication amongst staff (this could include chronic absenteeism)</p>
	<p><b><u>Root/Contributing Cause:</u></b></p> <p>1A. Difference of enforcement or understanding of school policy across teams</p> <p>1B. Lack of student understanding of Chapter 19 and school rules</p> <p>1C. Too many reporting systems to address student behavior and lack of time for teachers to follow through. Panorama, IC, SFT referral &amp; parent communication leads to double or triple the workload.</p>

2	<p><b><u>Student Need:</u></b> Improve standards based teaching/learning/grading; create consistency across all the parts involved. Change the bell schedule to support this.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>2A. Grading Practices: inconsistent across teachers, subjects, teams, etc.</p> <p>2B. Common Planning - Bell Schedule Change Needed</p> <p>2C. Timeline for Professional Development on Standards Based Grading was not followed</p>
3	<p><b><u>Student Need:</u></b> Determine priorities and work on these areas of focus with fidelity (avoid initiative overload)</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>3A. We haven't decided which student needs we should meet first because we are still building our school systems.</p> <p>3B. Faculty doesn't have a clear understanding of the purpose for each initiative as it is presented.</p>

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

**1**      **Targeted Subgroup:** Special Education

**Identified Student Need(s):**

ELA SBA Proficiency- 20%

ELA Gap- 60%

Math SBA Proficiency- 16%

Math Gap- 47%

**2**      **Targeted Subgroup:** Economically Disadvantaged

**Identified Student Need(s):**

ELA SBA Proficiency- 43

ELA Gap- 37%

Math SBA Proficiency- 31%

Math Gap- 32%

**3**      **Targeted Subgroup:** English Language Learners

**Identified Student Need(s):**

ELA SBA Proficiency- 22%

ELA Gap- 58%

Math SBA Proficiency- 16%

Math Gap- 47%



# 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.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<b>Reading Proficiency</b> 1.1.2. All students read proficiently by the end of eighth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.  MLSP#1 Know MLSP# 2 Org MLSP# 3 CIA MLSP# 4 Schedule	2A 2B 2C 3A 3B	1.1.2 (1) Teachers engage in departmental PLC days quarterly in order to align curriculum maps, pacing guides, and instructional practices that support academic achievement. [Teachers, Katherine Williams-Academic Coach, Administrators]  1.1.2 (2) Teachers will implement the data team process with departments. [Teachers and Katherine Williams-Academic Coach]  1.1.2 (4) Teachers will engage in common planning time in order to participate in effective data team cycles and develop standards based grading practices. [Teachers]	ELA Screener  Data Team tools, structure, and forms  PLC Agenda & Minutes  Panorama data	WSF, WSF, \$45,786 (Articulation), \$7,500 (Standards Based Instruction) Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

<b>Mathematics Proficiency</b> 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.  MLSP#1 Know MLSP# 2 Org MLSP# 3 CIA MLSP# 4 Schedule	2A 2B 2C 3A 3B	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. [Teachers, Katherine Williams-Academic Coach, Administrators]  EA 1.1.3 (3) Teachers will implement the data team process with departments. [Teachers and Katherine Williams-Academic Coach]  EA 1.1.3 (4) Teachers will monitor student progress throughout the school year using universal screener results and growth. [Teachers & Katherine Williams-Academic Coach]	iReady Screener Student Activities specifically supporting testing  Data Team tools, structure, and forms  PLC Agendas and minutes  Panorama data  FIAB data	WSF, \$45.786 (Articulation), \$7,500 (Standards Based Instruction) Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ 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>MLSP#1 Know MLSP# 2 Org MLSP# 3 CIA MLSP# 4 Schedule MLSP# 6 Support</p> <p><i>Required for all schools.</i></p>	<p>2A 2B 2C 3A 3B</p>	<p>EA 1.1.4 (2) MTSS coordinator will develop the RTI process with a timeline and action items. [Tina Smith-MTSS Coordinator and Administrators]</p> <p>EA. 1.1.4 (2) Teachers and Counselors will monitor student progress throughout the school year using universal screener results and growth. [Tina Smith-MTSS Coordinator, Teacher, and Counselors]</p> <p>EA.1.1.4 (3) Create and implement school wide activities that promote a positive school culture testing. [Kristen Kane-Student Activities Coordinator]</p> <p>EA. 1.1.4 (4) 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. [Teachers]</p> <p>EA. 1.1.4 (5) Enhance systems and structures (i.e., each school will have a team of educators that participates in EL Success Initiative ELLT and ELDT team) at the Complex and school level to support the teaching of language and content in tandem through professional learning opportunities(i.e., <a href="#">Building the Base; PL series for Administrators</a>) to close the achievement gap for all of our EL student. [Arianna Mcnannay-EL Coordinator and Teachers]</p>	<p>Common agenda templates for Teams and Departments</p> <p>SBA, Grades, Screeners, Common Formative Assessments</p> <p>MTSS Agendas and Minutes</p> <p>SFT Agendas and Minutes</p>	<p>WSF, \$15,582 (MTSS) Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ 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>MLSP#1 Know MLSP#6 Support</p> <p><i>Required for all schools.</i></p>	<p>3A 3B</p>	<p>EA 1.1.5 (1) Transitioning Activities (Elementary to Middle)</p> <ul style="list-style-type: none"> <li>A. Ho'okahua- Summer transition program for incoming 7th graders [ Ho'okahua Team]</li> <li>B. Implement incoming 7th Grade Transition Plan (School visits, Tours, Parent Night)</li> <li>C. Special Ed staff will meet with teachers of incoming Sped students to get information about transitioning to KIS.</li> </ul> <p>EA 1.1.5 (2) Transitioning Activities (Middle to High School)</p> <ul style="list-style-type: none"> <li>A. KIS 8th graders visit Kailua and Kalaheo High School for Fly Up Day. [Kelly Kimura and Michelle Nakamure-Counselors]</li> <li>B. Special Ed staff will meet with teachers of incoming Sped students to get information about transitioning from KIS.</li> </ul> <p>EA 1.1.5 (3) Transition Center</p> <ul style="list-style-type: none"> <li>A. Transition Center Coordinator will work with Aloha Ambassadors to facilitate orientation activities for new students [Rochelle Rice-Transition Coordinator]</li> </ul>	<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>Sped transition meetings</p>	<p>Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$ \$65,970 (Summer Learning)</p>
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. Kailua Intermediate students will attend school regularly.</p> <p>MLSP#1 Know MLSP#6 Support</p>	<p>1A 1B 1C</p>	<p>EA 1.2.1 (1) School will implement Targeted rewards and systems for students who have a high number of absences. [Tina Smith-MTSS coordinator, Kelly Kimura and Michelle Nakamura-Counselors, and Administration]</p>	<p>Staff tracking attendance on Infinite Campus</p>	<p>WSF, \$2,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>

<p>1.2.2. Kailua Intermediate students demonstrate positive behaviors at school.</p> <p>MLSP#1 Know MLSP#6 Support</p>	<p>1A 1B 3A 3B</p>	<p>EA 1.2.2 (1) School will implement school wide PBIS &amp; MTSS systems to create a safe and positive school environment. [Teachers and Administrators]</p> <p>EA 1.2.2 (2) School activities give students opportunities to engage positively with peers throughout the school year. [Kristen Kane-Student Activities Coordinator]</p> <p>EA 1.2.2 (3) Students will have access to a variety of after-school clubs (i.e Drone Club, Running Club, E-Sports, Cyber Patriots, Weightlifting, Wrestling, Soccer, Track &amp; Field, Volleyball, Flag Football, Basketball, etc.) [Kelly Kimura-UPLINK Coordinator &amp; Administrators]</p>	<p>Aloha Bucks usage and rewards</p> <p>Panorama Survey</p> <p>Panorama Support Notes</p> <p>SMART Pass</p> <p>Lunch activities, Career Days, Pi Day, Mid Quarter Motivation Days</p>	<p>WSF, \$15,582 (MTSS) and \$2,000 (PBIS)</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant:Uplink, \$85,000</p> <p>Other:__, \$</p>
<p>1.2.3. Kailua Intermediate students experience a Nā Hopena A'o environment for learning.</p> <p>MLSP#1 Know MLSP#6 Support</p>	<p>3A</p>	<p>EA 1.2.3 (1) All students receive Wayfinder Hawai'i curriculum through advisory. [Aloha Leadership Team and Advisory teachers]</p> <p>EA 1.2.3 (2) Staff creates opportunities for students to learn about Hawaiian culture and participate in 'aina based activities. [Staff]]</p> <p>A. Annual Hoike Program</p> <p>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. [Katherine Williams-Academic Coach &amp; 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>Wayfinder and Wayfinder Hawai'i 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>WSF, \$5,000</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant:__, \$</p> <p>Other:__, \$</p>

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>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>MLSP#1 Know MLSP#4 Schedule MLSP#6 Support</p> <p><i>Required for all schools.</i></p>	<p>3A</p>	<p>EA. 1.3.1 (1) Students participate in post-secondary education and careers through guest speakers, field trips, engaging in content specific projects, connect to career, community and civic opportunities. [Departments]</p> <p>EA. 1.3.1 (2) Coordinate service days on weekends (2nd Saturdays, community work day, etc) w/local nonprofits in order to engage in civic and community awareness and responsibility activities. [Kristen Kane-Student Activities Coordinator, Jana Refowitz-PCNC, PTSA]</p> <p>EA. 1.3.1 (3) Student created/led communication to inform the school community about pertinent topics, student successes, and upcoming engagement opportunities. [Robert Furukawa-Broadcast/Media Teacher, Journalism, Leadership, department level PBL projects]</p> <p>EA. 1.3.1 (4) Students help in the planning and implementation of school-wide community building activities. [Leadership, Kristen Kane-Student Activities Coordinator]</p>	<p>Student/staff surveys/reflections after community projects and/or guest presentation</p> <p>Department Pacing Guides</p> <p>Short Report, Kailua Current, Leadership announcements</p> <p>Pi Day Plans/Agenda</p> <p>PBL Project Maps</p>	<p>WSF, \$3,000 (AVID) Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>

		EA. 1.3.1 (5): Students are provided binders and planners at the beginning of the school year to organize assignments and schoolwork. [Christine Thomas-AVID Coordinator & AVID Leadership Team]		
<b>K-12 Alignment</b> 1.3.2. Schoolwide PBL implementation, every student will experience at least one high quality project (Gold Standard Project Design).  MLSP#1 Know MLSP#3 CIA MLSP#6 Support MLSP#7 PL	2A 2B 2C 3A 3B	EA. 1.3.2 (1) All teachers will be trained in PBL 201. [Katherine Williams-Academic Coach & Administrators]  EA. 1.3.2 (2) All grade level core content team members will create a PBL unit. [Katherine WilliamsAcademic Coach & Core Content Area Teachers]  EA 1.3.2 (3) Collaborate with High School CTE teams to vertically align KIS activities and curriculum with CTE pathways [Kelly Kimura and Michelle Nakamura-Counselors, Administration, Rachel Compton-Registrar & Kristen Kane-Student Activities Coordinator]	Curriculum maps/pacing guides  End of year Student Showcase	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$



## Priority 2

### High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>Estimate the additional amount needed to execute the enabling activity.</i>
2.1.1- Kailua Intermediate School students are taught by effective teachers.  MLSP#1 Know MLSP#7 PL	3A 3B	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, Katherine Williams-Academic Coach, Administrators]	ILT Cycles of Professional Learning Calendar  ILT Agendas & Minutes  Steering Leadership Team Agendas & Minutes  Faculty Meeting Agendas	WSF, \$35,082 (BERC, Standards Based Teaching, MTSS) Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$

		<p>2.1.1 (3) Provide teachers with professional learning in Standards Based Teaching and Learning [Katherine Williams-Academic Coach, Administrators]</p> <p>2.1.1 (4) Provide all teachers with professional learning and support in responsibility centered discipline. [Tina Smith-MTSS Coordinator, Behavior Team, Administrators]</p>	<p>MTSS Leadership Team Agendas &amp; Minutes</p>	<p>Homeless, \$</p> <p>Grant:____, \$</p> <p>Other:____, \$</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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>Estimate the additional 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.  <i>Required for all schools.</i>	3A	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]	Monthly meeting agendas and minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>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.	2A 2C	<p>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]</p> <p>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) [Katherine Williams-Academic Coach, Kristen Kane-Student Activities Coordinator, Christine Thomas-AVID Coordinator, Teachers, Administrators]</p>	[Event Planning Minutes/ Agendas  Post Event Surveys/ Feedback	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____, \$

## APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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](#).

<b>Total student instructional <u>hours per year</u></b> <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>	1083 hours per year
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	We requested 5 Waiver Days to focus on Project Based Learning, HAMLE Strategies, Nā Hopena A'o, MTSS, Standards Based Teaching and Learning, and Staff Culture Days to convert 30 instructional hours to professional development opportunities.
<b>Bell Schedule:</b> <a href="#">KIS Bell Schedule</a>	