

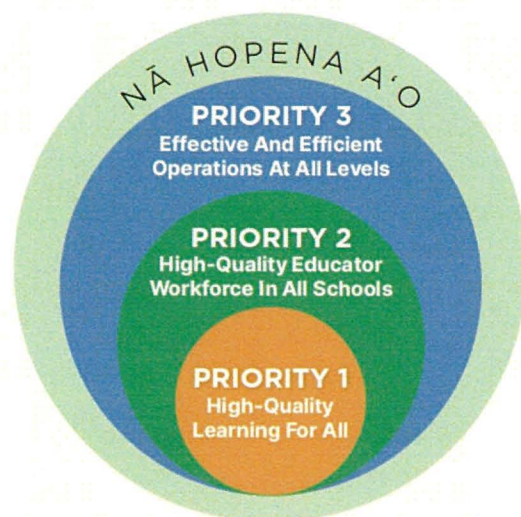
Kailua Intermediate School

Academic Plan

SY 2026-2027

145 S Kainalu Dr.
Kailua, HI 96734
(808) 307-1400

<https://www.kailuainter.k12.hi.us/>



- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Nathan Maeda	
<i>Nathan Maeda</i>	Apr 6, 2026

Approved by Complex Area Superintendent Lanelle Hibbs	
<i>Lanelle Hibbs</i>	04/13/2026

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

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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	English Language Arts	Mathematics	Science	Social Studies
7th and 8th	'22 MyPerspectives ▾	Desmos Math 6-8 ▾	Amplify	

Please list all **supplementary instructional materials** used to 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		Delta Math	Gizmos	

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 and 8th Grade	I-Ready ▾	I-Ready ▾

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:
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IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 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 (No 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	<u>Student Need:</u> Increase student engagement and sense of belonging to improve student behaviors and attendance <u>Root/Contributing Cause:</u> A. Inconsistent presence of positive student/teacher relationships B. Lack of clarity around what classroom engagement looks like and research based strategies to increase engagement. C. Relevance and rigor in instruction is not systematically applied across all content and grade levels. D. Misunderstanding and lack of alignment of standards based teaching and application of proficiency scales to all standards.
2	<u>Student Need:</u> Improve our tiered instructional practices (Tier 1 instruction, intervention strategies, schoolwide understanding of RTI) <u>Root/Contributing Cause:</u> A. Lack of teacher clarity (learning intentions and success criteria connected to standards based teaching) B. Missing the connection between data cycle and tiered instructional practices. C. Lack of understanding of how to build effective interventions that build student learning to proficiency.

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	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> ELA SBA Proficiency- 15% ELA Gap- 67% Math SBA Proficiency- 12% Math Gap- 61%
2	<u>Targeted Subgroup:</u> Economically Disadvantaged <u>Identified Student Need(s):</u> ELA SBA Proficiency- 54% ELA Gap- 28% Math SBA Proficiency- 31% Math Gap- 32%
3	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> 7th Grade ELA SBA Proficiency- 13% 7th Grade ELA Gap- 58% 8th Grade ELA SBA Proficiency- 0% 8th Grade ELA Gap- 69% 7th Grade Math SBA Proficiency- 20% 7th Grade Math Gap- 32% 8th Grade Math SBA Proficiency- 25% 8th Grade Math Gap- 25%



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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1B, 1D, 2A, 2B, 2C 1B, 1C, 1D, 2A, 2B, 2C	EA 1.1.4 (1) Guiding Coalition, Behavior Intervention Team, Student Focused Team and MTSS leadership will support student achievement through ongoing systematic review and revision [Admin, MTSS Coordinator, SSC, Counselors, Teachers] EA 1.1.4 (2) Teachers will engage in common planning time in order to participate in effective data team cycles and develop standards based teaching and learning practices. [Academic Coach, Teachers]	Common agenda templates for Teams and Departments SBA, Grades, Screeners, Common Formative Assessments Guiding Coalition Agendas and Minutes MTSS Agendas and Minutes SFT Agendas and Minutes	☒ WSF, \$28,877 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$8,536 ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	1A	EA 1.1.5 (1) Transitioning Activities (Elementary to Middle), including Ho'okahua, incoming 7th grade transition programming, and Special Ed transitions. [Admin, SSC, MTSS Coordinator, counselors, Student Activities Coordinator,, Outreach Counselor]	Evaluation after each event or activity	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:Summer Learning Funds
	1A	EA 1.1.5 (2) Transitioning Activities (Middle to High School), including Fly-Up Day and Special Ed transitions. [Admin, SSC, MTSS Coordinator, counselors, Student Activities Coordinator,, Outreach Counselor]	Panorama surveys and data Special Education transition meetings	

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1A, 1B, 2B, 2C	EA 1.2.1 (1) School will strengthen the Attendance Academy and Lokahi Truancy Program to support students with a high number of absences. [Admin, Outreach Counselor, Counselors, MTSS Coordinator, Social Worker, Behavior Intervention Teacher]	Attendance on Infinite Campus	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	1A, 2B, 2C 1A, 1B, 1C, 2C	EA 1.2.2 (1) School wide PBIS & MTSS systems to create a safe and positive school environment. [All Staff] EA 1.2.2 (2) School will utilize a Behavior Intervention Team to implement and monitor Tier 2 and 3 behavior interventions, including Behavior Academies and Surf interventions. [Admin, Outreach Counselor, Counselors, MTSS Coordinator, Social Worker, Behavior Intervention Coach]	Aloha Bucks usage and rewards Panorama Survey Panorama Support Notes SMART Pass Behavior Intervention Team Agendas and Minutes	☒ WSF, \$3500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$4500 ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1A, 1C 1A, 1C	EA 1.2.3 (1) All students receive Wayfinder Hawai'i curriculum through advisory. [Aloha Leadership Team and Advisory teachers] 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]	Wayfinder and Wayfinder Hawai'i Lessons Beginning of year PC Day (Staff Culture Day)	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	1D, 2A	EA 1.3.1 Collaborate with High School CTE teams to vertically align KIS activities and curriculum with CTE pathways [Counselors, Administration, Registrar & SAC]	Student/staff surveys/reflections after community projects and/or guest presentation Curriculum maps/pacing guides	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
K-12 Alignment 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. <i>Required by Complex</i>	1A, 1B, 1C, 2C 1C, 1D, 2A	EA 1.3.2 (1) Every student will experience at least one high quality PBL project. [Academic Coach, Teachers] EA 1.3.2 (2) Collaborate with High School CTE teams to vertically align KIS activities and curriculum with CTE pathways [Counselors, Administration, Registrar & SAC]	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>	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>Estimate the additional amount needed for enabling activities.</i>
2.1.1- Kailua Intermediate School students are taught by effective teachers. Required by Complex	1B, 1C, 2A 1D, 2C	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 (3) Provide teachers with professional learning in Standards Based Teaching and Learning [Academic Coach, Administrators]	ILT Cycles of Professional Learning Calendar ILT Agendas & Minutes Steering Leadership Team Agendas & Minutes Faculty Meeting Agendas	☒ WSF, \$20,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



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>	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>Estimate the additional amount needed for enabling activities.</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>		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: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kailua Intermediate School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Nov 6, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 31, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Steering Team, Guiding Coalition, Department Meetings
 - ☒ The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
4. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
6. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 31, 2026**

Attested:

Kailua Intermediate School Principal	Signature	Date
Nathan Maeda	<i>Nathan Maeda</i>	Apr 6, 2026

SCC Chairperson	Signature	Date
Kristen Kane	<i>Kristen Kane</i>	Apr 6, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

N/A

Attested:

SCC Chairperson	Signature	Date
Kristen Kane	<i>Kristen Kane</i>	Apr 6, 2026

APPENDIX B: 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.**

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>	1,098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kailua Intermediate School Bell Schedule: Kailua Intermediate School Bell Schedule	

