




King Intermediate Academic Plan SY 2025-2026

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(808) 210-0640
<https://www.king.k12.hi.us/>

- ☐ Non-Title 1 School ☒ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

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|---|----------|---|------------|
| Submitted by Principal: Wade Araki | | Approved by Complex Area Superintendent: Sam Izumi | |
|  | 04/15/25 |  | 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 | English Language Arts | Mathematics | Science | Social Studies |
|----------------------------|---------------------------------------|-----------------------------|---------|----------------|
| Grades 7-8 | '19 Amplify ELA ▾ | HMH Into Math ▾ | | |
| Grade 8 Honors | '20 Into Literature ▾ | HIDOE Alg 1, Geom, Alg 2 ▾ | | |

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 |
|----------------------------|------------------------|-------------|---------|----------------|
| English Lab 7-8 | Read 180 | | | |
| ELA/Math 7-8 | i-Ready | i-Ready | | |
| ELD | Vista Learning Bridges | | | |

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 |
|----------------------------|-----------------------|-------------|
| Grades 7-8 | I-Ready ▾ | 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: 2025

Year of Next Action: 2028

Year of Next Self-Study: 2031

Type of Last Visit: Full Self-Study -

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

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.

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|---|--|
| 1 | <p><u>Student Need:</u> Establish clear, shared schoolwide protocols and agreements to foster consistent and efficient implementation of school goals and initiatives.</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none"> • Lack of prioritization of standards vs. GLOs vs other initiatives and directives • Lack of consistency in expectations and grading and understanding of what proficiency looks like • Need for improved systems of monitoring goals and initiatives • Lack of clarity and consistency in expectations |
| 2 | <p><u>Student Need:</u> Build a sustainable and collaborative data team structure to drive continuous improvement through standards-aligned curriculum development, insightful data analysis, effective RTI implementation, and consistent instructional practices.</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none"> • Lack of structure to successfully and consistently facilitate Data Teams/PLCs • Lack of consistency in expectations and grading and understanding of what proficiency looks like • Lack of clarity and consistency in expectations • Need for improved systems of monitoring goals and initiatives |



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| 3 | <p><u>Student Need:</u> Develop a data-driven accountability system for frequent, evaluative progress monitoring to ensure consistent and effective implementation and drive continuous improvement.</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none">• Lack of structure to successfully and consistently facilitate the ART process• Lack of clarity and consistency in expectations• Need for improved systems of monitoring goals and initiatives |
|---|---|

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 | <p><u>Targeted Subgroup:</u> Native Hawaiian students</p> <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none">• Strategies to teach and support Native Hawaiian students and their academic and behavioral needs |
| 2 | <p><u>Targeted Subgroup:</u> Low SES</p> <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none">• Consistent school-wide focus on English language development and reading strategies• Consistent school-wide focus on writing strategies |



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

| Desired Outcome | Root/ Contributing Cause | Enabling Activities and Name of Accountable Lead(s) | Monitoring of Progress (Initial & Intermediate) | Anticipated Source of Funds |
|---|---|--|--|---|
| Reading Proficiency 1.1.2. All students read proficiently by the end of <u>eighth</u> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. | Complex Area Plan: <ul style="list-style-type: none"> There is a need for K-12 alignment. There is a need for teacher articulation and collaboration to improve instructional practices across our schools. There is a need to reflect on best practices and ways to improve so staff increase their effectiveness. | All CK schools implement an Academic RTI system that includes: <ul style="list-style-type: none"> Universal Screening (iReady) Multi-Tiered Systems of Support Progress Monitoring Data-Based Decision Making Accountable lead: Gwynne Lees | There will be an increase in the number of students on grade-level or above in Reading and Math (when compared to SY 2024-2025) as evidenced by iReady data. <ul style="list-style-type: none"> All students Native Hawaiian Low SES EL | See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I |
| Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of <u>eighth</u> grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. | WASC Critical Area: Build a sustainable and collaborative data team structure to drive continuous improvement through standards-aligned curriculum development, insightful data analysis, effective RTI implementation, and consistent instructional practices. | (SW6) | There will be a decrease in the number of students who are two grade levels below or more in Reading and Math (when compared to SY 2024-2025) as evidenced by iReady data. <ul style="list-style-type: none"> All students Native Hawaiian Low SES EL PD logs Learning Walk Data School-wide Reading strategies Meeting Notes and PD minutes (Priority Standards, proficiency scales) | |



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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>WASC Critical Area: Establish clear, shared schoolwide protocols and agreements to foster consistent and efficient implementation of school goals and initiatives.</p> <ul style="list-style-type: none"> • Lack of clarity and consistency in expectations • Need for improved systems of monitoring goals and initiatives | <p>Provide professional development in standards-based instruction and assessment</p> <ul style="list-style-type: none"> • Prioritize and unpack standards • Develop proficiency scales • Train teachers on revised CCSS ELA Standards <p>Accountable lead: Administration</p> <p>(MLSP #7 - PL) (SW6)</p> | <p>PD Meeting Agendas, Minutes and Notes</p> <p>Sign-in Sheets</p> <p>Learning Walk Data</p> | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> |
| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> | <p>Complex Area Plan: There is a need for K-12 alignment.</p> <p>State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24).</p> | <p>All CK schools will:</p> <ul style="list-style-type: none"> • Participate in the CK EL Success Plan Design Team Meetings • Send appropriate staff to the required EL Success Plan trainings • Implement one high-leverage strategy for each CK EL Success Plan goal <p>Accountable lead: Gwynne Lees</p> <p>(SW6)</p> | <p>Meeting Notes</p> <p>Learning Walk Data</p> <p>Increased number of faculty earning SIQ</p> | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> Title III</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>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <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>Complex Area Plan: There is a need for clear transitions between and across schools.</p> <p>State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities</p> | <p>All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile/Portrait.</p> <ul style="list-style-type: none"> • 6th grade Transition Days to King • 8th grade Transition Days to CHS • Career Day/College Visit <p>Accountable lead: SAC and Registrar</p> <p>(SW5, SW6)</p> | <p>8th Grade Survey</p> <p>Graduate Profile Implementation Plan</p> | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Grant: GEAR UP</p> |
|--|---|--|---|---|



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|---|--|---|---|---|
| <p>1.1.6 Students are at or above grade level</p> | <p>WASC Critical Area: Build a sustainable and collaborative data team structure to drive continuous improvement through standards-aligned curriculum development, insightful data analysis, effective RTI implementation, and consistent instructional practices.</p> <ul style="list-style-type: none"> • Lack of structure to successfully and consistently facilitate Data Teams/PLCs • Lack of consistency in expectations and grading and understanding of what proficiency looks like • Lack of clarity and consistency in expectations • Need for improved systems of monitoring goals and initiatives | <p>Teachers will participate in monthly Data Teams to review data, increase consistency, and enhance quality instruction</p> <p>Accountable lead: Gwynne Lees</p> <p>(SW6)</p> | <p>Data Teams minutes</p> <p>Learning Walk Data</p> | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> |
|---|--|---|---|---|



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

| Desired Outcome | Root/ Contributing Cause | Enabling Activities and Name of Accountable Lead(s) | Monitoring of Progress (Initial & Intermediate) | Anticipated Source of Funds |
|---|---|---|---|--|
| 1.2.1. All students desire to and attend school regularly. | WASC Critical Area: Establish clear, shared schoolwide protocols and agreements to foster consistent and efficient implementation of school goals and initiatives. <ul style="list-style-type: none"> • Need for improved systems of monitoring goals and initiatives • Lack of clarity and consistency in expectations | Incorporate PBL units/lessons in all classrooms Accountability lead: Administration (SW6) | Learning Walk Data Meeting Notes | See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I |
| 1.2.2. All students demonstrate positive behaviors at school. | WASC Critical Area: Develop a data-driven accountability system for frequent, evaluative progress monitoring to ensure consistent and effective implementation and drive continuous improvement. <ul style="list-style-type: none"> • Lack of structure to successfully and consistently facilitate the ART process • Lack of clarity and consistency in expectations • Need for improved systems of monitoring goals and initiatives | Develop structures for evaluating student exhibiting of the GLOs and HĀ outcomes <ul style="list-style-type: none"> • Train teachers in GLOs and HĀ outcomes • Incorporate GLOs into all classrooms • PBIS field trips Accountability lead: Administration (SW6) | PD logs Learning Walk Data Meeting Notes and PD minutes | See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I |



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 | Root/ Contributing Cause | Enabling Activities and Name of Accountable Lead(s) | Monitoring of Progress (Initial & Intermediate) | Anticipated Source of Funds |
|--|--|--|--|--|
| 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 | All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. Accountable lead: Gwynne Lees | Agendas and minutes posted to the school website SCC Self-Evaluation Survey | See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I |

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

| Desired Outcome | Root/ Contributing Cause | Enabling Activities and Name of Accountable Lead(s) | Monitoring of Progress (Initial & Intermediate) | Anticipated Source of Funds |
|--|--|--|--|--|
| Develop and promote opportunities/ events for parents and community to be involved in the school experience. | Complex Area Initiative: Positive Relationships and Connections (We will continue to develop and strengthen our relationships with those we work with to establish strong connections to our schools. The relationships we build will then serve as the foundation for supporting, motivating, and engaging our students, families, and teams in our efforts.) | Continue to increase meetings and activities with all stakeholders to establish clear lines of communication and promote positive relationships. Accountable lead: Gwynne Lees | Meeting/activity announcements | See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I |



| ★ Other Systems of Support | | | | |
|--|---|--|---|---|
| Desired Outcome | Root/ Contributing Cause | Enabling Activities and Name of Accountable Lead(s) | Monitoring of Progress (Initial & Intermediate) | Anticipated Source of Funds |
| Involve all stakeholders in decisions using the CSI model | <p>WASC Critical Area: Develop a data-driven accountability system for frequent, evaluative progress monitoring to ensure consistent and effective implementation and drive continuous improvement.</p> <ul style="list-style-type: none"> • Lack of structure to successfully and consistently facilitate the ART process • Lack of clarity and consistency in expectations • Need for improved systems of monitoring goals and initiatives | <p>Implement a distributed leadership model for school decisions.</p> <ul style="list-style-type: none"> • Include all stakeholder groups in decision-making, as appropriate <p>Accountable lead: Administration</p> | Meeting notes and minutes | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> |
| Develop and promote opportunities/ events for parents and community to be involved in the school experience. | <p>WASC Critical Area: Develop a data-driven accountability system for frequent, evaluative progress monitoring to ensure consistent and effective implementation and drive continuous improvement.</p> <ul style="list-style-type: none"> • Lack of structure to successfully and consistently facilitate the ART process • Lack of clarity and consistency in expectations • Need for improved systems of monitoring goals and initiatives | <p>Establish a comprehensive, data-driven system for evaluating the progress and effectiveness of key school programs and processes</p> <ul style="list-style-type: none"> • ART Teams <p>Accountable lead: Administration</p> | <p>Meeting/activity announcements</p> <p>Agendas and sign-ins</p> | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> |



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 **King Intermediate School's** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1,155

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

Yes, requested 4 waiver days

Bell Schedule: [Bell Schedule](#)