



# Kealakehe Intermediate School

## Academic Plan

### SY 2025-2026

74-5062 Onipa'a Street  
808-313-3000  
kishawks.org

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

<b>Submitted by Principal</b> Janice Blaber	
<i>Janice Blaber</i>	April 2025

<b>Approved by Complex Area Superintendent</b> Janette Snelling	
<i>Janette Snelling</i>	4/14/25

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
Grades 6-8	'19 Amplify ELA ▾	Ready ▾	TCI Science	TCI Social Studies
	<div></div>	<div></div>		
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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

## 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 6-8	I-Ready ▾	I-Ready ▾
	<div></div>	<div></div>
	<div></div>	<div></div>

## 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: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit:

Type of Last Visit:

Year of Next Action: T

ype of Next Action:

Year of Next Self-Study:

**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> Explicit vocab and reading comprehension instruction</p> <p><b><u>Root/Contributing Cause:</u></b> Lack of explicit instruction in reading comprehension and vocabulary</p>
2	<p><b><u>Student Need:</u></b> Students need data analysis skills and graphing skills</p> <p><b><u>Root/Contributing Cause:</u></b> Lack of vertical alignment on Data and analysis amongst grade levels</p>
3	<p><b><u>Student Need:</u></b> Students need to show mastery of missing prerequisite math skills needed to access grade level standards.</p> <p><b><u>Root/Contributing Cause:</u></b> Lack of effective Response to Intervention (RTI); Lack of implementation of Guaranteed and Viable Curriculum (GVC) for tiers 1 and 2</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):**

Based on the iReady data you provided for special education students and their high failure rate, here are two critical need areas:

**Significant Deficits in Foundational Reading Skills Among Special Education Students:** The iReady data reveals alarmingly low reading proficiency levels for special education students across grades 6, 7, and 8.. In grade 6, only **5%** were proficient in reading according to the third screener in both the previous and current years. This situation is even more concerning in 7th grade, where proficiency dropped from **4%** last year to **0%** this year. While 8th grade shows an improvement from **8%** to **20%**, the overall picture indicates that a **large majority of special education students in these grades lack the necessary reading skills to be proficient at their grade level**. This directly relates to the Kealakehe Intermediate School's identified student need: "**Students need the ability to decode unfamiliar words and comprehend what they are reading**", and the root cause being 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**". This also highlights a failure to achieve the Strategic Plan's Desired Outcome 1.1.2: "**All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient**", as these intermediate students continue to struggle significantly.

**Need for Enhanced Specialized Instruction and Support for Special Education Students to Improve Literacy and Overall Academic Outcomes:** The fact that **57% of special education students are failing at least one class this year** strongly suggests that their reading difficulties are impacting their performance across the curriculum. This aligns with Kealakehe's identified student need: "**Students struggle with the complexity of literacy, math, and science standards**". The low reading proficiency data indicates a critical need for teachers of special education students to be equipped with **effective, specialized instructional strategies and resources to address these foundational literacy gaps** [drawing on the identified root cause in source 69 and the need for "**additional personalized support**" for students not reading proficiently by the end of third grade]. This could involve **explicit instruction in structured literacy**, as mentioned in Kealakehe's SY 2024-2025 Academic Plan as a professional development area for special education teachers, and targeted interventions like the level 2 "Hawk Time (reading intervention) curriculum". Furthermore, this situation underscores the importance of **Desired Outcome 1.1.4: All student groups perform equally well academically**, as there is a clear disparity in reading proficiency between special education students and likely their non-special education peers. Addressing this critical need requires focusing on **teacher training, targeted interventions, and potentially increased support staff with expertise in literacy instruction for students with disabilities**

**Targeted Subgroup:** English Learners

**Identified Student Need(s):**

**Need Area 1: Alarming Low and Declining Reading Proficiency Among English Learners in 8th Grade, Coupled with Persistently Low Proficiency Across All Grades.** The iReady data indicates that a **critically low percentage of EL students are reading proficiently at grade level** by the third iReady screener in SY 24-25: **2% in 6th grade, 2% in 7th grade, and 4% in 8th grade**. Notably, **8th-grade proficiency has declined significantly** from 5% in the previous year to just 4% in SY 24-25 [your query]. While 6th and 7th-grade proficiency remained very low with a slight decrease or stagnation (6th grade: 4% to 2%; 7th grade: 3% to 2%), the 8th-grade decline is particularly concerning as these students are nearing high school transition. This **pervasive lack of reading proficiency** across all grade levels severely hinders ELs' ability to access the curriculum and achieve **equitable learning outcomes**, directly contradicting **Goal 1.1 of the BOE Strategic Plan**. This need strongly aligns with **Desired Outcome 1.1.2** (all students read proficiently by the end of third grade, and those who do not receive support) and **Desired Outcome 1.1.4** (all student groups perform equally well academically). Kealakehe Intermediate School's SY 2024-2025 Academic Plan identified a significant student need: **"Students need the ability to decode unfamiliar words and comprehend what they are reading"**, with a root cause related to a weak foundation in language acquisition and structured literacy. The consistently low and declining proficiency data reinforces the critical and urgent nature of this identified need for EL students, especially as they progress through the grades. The SY 2025-2026 plan's emphasis on a school-wide structured literacy approach directly attempts to address this fundamental issue.

**Need Area 2: High Rate of Academic Failure Among English Learners Indicating a Lack of Comprehensive Support Beyond Reading.** The fact that **76% of English Learners are failing at least one course** [your query] signifies a widespread academic struggle that extends beyond reading proficiency. This high failure rate suggests that ELs are likely facing significant challenges in understanding and engaging with content across various subject areas, potentially due to **persistent language barriers and insufficient development of academic language** necessary for success in different disciplines. This directly undermines **Goal 1.1's emphasis on equitable outcomes** and **Desired Outcome 1.1.4**, which aims for all student groups to perform equally well academically. The Kealakehe Intermediate School's SY 2024-2025 Academic Plan explicitly identified the need for **"explicit instruction in language acquisition and academic english"** for English Learners to address student equity. The alarmingly high failure rate underscores the critical necessity of providing **more comprehensive and targeted support for ELs' language development and ensuring access to comprehensible content instruction in all subject areas**, aligning with actions in the HDOE Implementation Plan such as offering English language acquisition classes and providing incentives for teachers to obtain Sheltered Instruction Qualification. Furthermore, Kealakehe Intermediate School's "HMTSS-R Action Plan" highlights the importance of professional development in **QTEL (Quality Teaching for English Learners)**, acknowledging the need to enhance instructional practices to support ELs across the curriculum, not just in reading. This indicates that the lack of proficiency is impacting overall academic achievement, necessitating a school-wide approach to supporting English Learners.

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**Targeted Subgroup:** Economically Disadvantaged

**Identified Student Need(s):** Drawing on the sources and our conversation history, a critical need for the population of economically disadvantaged students at Kealakehe Intermediate School is the **lack of consistent access to high-quality, differentiated Tier One instruction and targeted Tier Two interventions in foundational literacy and mathematics to effectively address the significant achievement gap** compared to their non-economically disadvantaged peers.

Here's why this is a critical need, supported by the sources:

- **Significant Achievement Gaps:** The "2023-24 Strive HI School Performance Report" for Kealakehe Intermediate School reveals a substantial **achievement gap between high needs students (which includes economically disadvantaged students) and non-high needs students in both Language Arts (28%) and Math (24%)**. This data clearly indicates that economically disadvantaged students are not performing at the same proficiency levels as their peers.
- **School's Identified Need:** The "Academic Plan SY 24-25 Kealakehe Intermediate School.pdf" explicitly identifies for the "Targeted Subgroup: Disadvantaged" the "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**". This acknowledges the existing disparity and the necessity for focused interventions.
- **Broader Strategic Goals:** Goal 1.1 of the "2023-29-ImplementationPlan.pdf" emphasizes that "**All students experience rigorous, high-quality learning that results in equitable outcomes for all learners**". The persistent achievement gap for economically disadvantaged students directly contradicts this goal. Desired Outcome 1.1.4 further specifies that "**All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances**", highlighting the urgency of addressing this disparity.
- **Need for High-Quality Tier One:** As emphasized in our conversation history, particularly regarding the role of PLCs, ensuring **high-quality, differentiated Tier One instruction** is crucial for meeting the needs of all learners, including those who are economically disadvantaged. If the foundational instruction is not effectively reaching these students, achievement gaps will persist and widen.
- **Importance of Targeted Interventions:** Given the existing gaps, **targeted Tier Two interventions** are essential to provide additional support to economically disadvantaged students who are not meeting proficiency standards despite high-quality Tier One instruction. These interventions need to be data-driven and aligned with specific learning needs, as highlighted in our discussion about a data-driven tiered intervention system [our conversation history].







## 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> <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 (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>Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	Lack of explicit instruction in reading comprehension and vocabulary  Lack of effective Response to Intervention (RTI); Lack of implementation of Guaranteed and Viable Curriculum (GVC) for tiers 1 and 2	<b>Enabling Activity 1: Implement a school-wide structured literacy approach with an emphasis on explicit vocabulary and reading comprehension instruction in all content areas for grades 6-8.</b>  Specific Actions:  Provide ongoing professional development for all teachers (ELA, Math, Science, Social Studies, and elective areas) on the science of reading, structured literacy components, and explicit strategies for vocabulary development (including morphology and contextual analysis) and reading comprehension (including close reading and summarizing).  Adopt or adapt common instructional routines across subject areas that promote explicit vocabulary instruction	Monitoring of Progress: Classroom walkthrough data focusing on the implementation of explicit vocabulary and reading comprehension strategies, student work samples demonstrating vocabulary acquisition and comprehension, progress on iReady reading diagnostics.]  100% of students will meet iReady	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$50,000 <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>(e.g., Frayer Model, Vocabulary Squares) and reading comprehension strategies (e.g., Think-Alouds, Reciprocal Teaching).</p> <p>Ensure the Guaranteed and Viable Curriculum (GVC) in all content areas explicitly integrates vocabulary and reading comprehension skills aligned with state standards.</p> <p>Refine Hawk Habits to align to our literacy action plan.</p> <p>Engage new teachers in the Hawk Summer Academy to orient, model, and support new teachers in Hawk culture and evidence based pedagogy.</p> <p>Accountable Lead: ELA Department Lead, Academic Coach.</p>	stretch goals by 3rd screener.	
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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>Lack of explicit instruction in reading comprehension and vocabulary</p> <p>Lack of effective Response to Intervention (RTI); Lack of implementation of Guaranteed and Viable Curriculum (GVC) for tiers 1 and 2</p>	<p><b>Enabling Activity 2: Establish targeted intervention blocks ("Hawk Time") focused on addressing foundational math, reading, and writing skills and providing differentiated support based on iReady and other diagnostic data for grades 6-8.</b></p> <p>Specific Actions:</p> <p>Provide professional development on Hawk Time co-teaching.</p> <p>Utilize iReady, SBA, and common assessments to identify students needing support in prerequisite math, reading, writing skills; use also to identify our peer tutors. This addresses Critical Need 3.</p> <p>Implement evidence-based intervention programs or resources within the "Hawk Time" block to address specific skill deficits identified through data.</p> <p>Provide professional development for teachers and intervention staff on effective strategies for delivering targeted math, reading, and writing interventions and progress monitoring.</p> <p>Accountable Lead: Academic Coaches.</p>	<p>Monitoring of Progress: Student growth on iReady math diagnostics, progress monitoring data from intervention programs, student performance on formative and summative math assessments.</p> <p>100% of students will meet iReady stretch goals by 3rd screener.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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><b>Enabling Activity 3: Implement a school-wide, intensive structured literacy intervention program specifically designed for special education and English Learners students in grades 6-8, delivered by trained special education and ESOL staff and integrated within dedicated intervention blocks, such as study skills and ESOL classes.</b></p> <p>Specific Actions:</p> <p>Adopt or adapt an evidence-based structured literacy intervention curriculum suitable for middle school students with significant reading deficits.</p> <p>Action: Conduct a review of available structured literacy programs (e.g., Read Naturally, Wilson Reading System, Sonday System) and select or adapt a curriculum that aligns with the needs of Kealakehe's special education students and the school's resources.</p> <p>Action: ESOL teachers will use language/literacy diagnostics and curriculum based measures in their ESOL classes to diagnose student learning needs and address these needs with interventions.</p> <p>Action: Secure necessary licenses, materials, and resources for the chosen curriculum.</p> <p>Accountable Lead: EL Coordinator and SPED Dept. Lead</p>	<p>Monitoring of Progress:</p> <p>Curriculum Implementation: Documentation of curriculum adoption, teacher access to materials.</p> <p>Professional Development: Teacher sign-in sheets for training, observation of structured literacy strategies in classrooms (using walk-through data) [source 71], teacher feedback on PD effectiveness.</p>	
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		<p><b>Enabling Activity 4: Provide intensive and ongoing professional development for all special education and ESOL teachers and paraprofessionals on structured literacy.</b></p> <p><b>Specific Actions:</b></p> <p>Establish a schedule for ongoing professional learning, including regular coaching, modeling, and collaborative planning sessions focused on the effective delivery of structured literacy interventions. The Academic Coach could play a key role.</p> <p>Integrate the structured literacy intervention program within dedicated intervention blocks and ESOL settings. [Ensuring consistent and focused support]</p> <p>Review and adjust the pacing guides to ensure dedicated time is allocated for intensive structured literacy interventions for identified special education and English learner students.</p> <p>Create clear protocols and guidelines for identifying students who require the structured literacy intervention based on iReady and other diagnostic data.</p> <p>Accountable Lead: SPED Dept Lead and EL Coordinator</p>	<p>100% of students will meet iReady stretch goals by 3rd screener.</p> <p>Integration within Schedule: Review of school schedules, documentation of intervention group participation.</p> <p>Co-teaching: Observation of co-teaching practices, teacher collaboration logs.</p> <p>100% of students will meet iReady stretch goals by 3rd screener.</p>	
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		<p><b>Enabling Activity 5: Implement a robust system for progress monitoring. [Aligning with data-based decision-making]</b></p> <p><b>Specific Actions:</b></p> <p>Utilize the progress monitoring tools embedded within the chosen structured literacy curriculum to regularly assess student growth in foundational reading skills.</p> <p>Track student progress on CBMS and iReady reading diagnostics at each universal screening period (fall, winter, spring) to measure overall growth and the impact of the intervention.</p> <p>Establish a process for special education and ESOL teachers to regularly analyze progress monitoring data and make instructional adjustments to meet individual student needs.</p> <p>Share progress data with relevant stakeholders, including students, parents, and administrators.</p> <p>Accountable Leads: SPED Dept. Lead and EL Coordinator</p>	<p>Progress Monitoring: Student growth data from the structured literacy intervention program (e.g., progress on specific skills, unit assessments) [aligning with the need for personalized support], student growth on iReady reading diagnostics (specifically for special education students)analysis of student work samples, teacher records of instructional adjustments based on data.</p> <p>100% of students will meet iReady stretch goals by 3rd screener.</p>	
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		<p><b>Enabling Activity 6: Foster collaboration and communication among special education and ESOL teachers, general education teachers, and support staff.</b></p> <p><b>Specific Actions:</b></p> <p>Dedicate time within Professional Learning Communities (PLCs) for special education, ESOL, and general education teachers to collaborate on strategies for supporting special education and ESOL students' literacy development across all content areas.</p> <p>Establish regular communication channels for sharing student progress and discussing instructional approaches.</p> <p>Accountable Leads: Academic Coaches</p>	<p>Collaboration: PLC meeting minutes reflecting discussions on special education literacy, documented communication between special education and general education staff.</p> <p>100% of students will meet iReady stretch goals by 3rd screener.</p>	
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		<p><b>Enabling Activity 7: Establish a systematic process for the School-Based MTSS Team to regularly collect, analyze, and interpret both academic and behavior data to inform tiered supports and interventions.</b></p> <p>Specific Actions:</p> <p>Regular Data Review Meetings: The School Implementation Team (MTSS Team), as mentioned in the "Copy of Kealakehe IntermediateHMTSS-R Action Plan", will convene at least monthly to review universal screening data (e.g., iReady for ELA and Math), progress monitoring data, attendance, behavior incident reports, and social-emotional learning data (e.g., Panorama).</p> <p>Tiered Data Analysis: The MTSS team will analyze data at each tier of support:</p> <p>Tier 1 (Core Instruction): Monitor school-wide data to identify trends and areas for improvement in core instruction for all students. This aligns with ensuring a guaranteed and viable curriculum (GVC) as mentioned in Kealakehe Intermediate School's Academic Plans.</p> <p>Tier 2 (Targeted Support): Review data for students receiving Tier 2 interventions to assess the effectiveness of these supports and make necessary adjustments. This includes monitoring progress on iReady STRETCH goals.</p>		
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		<p>Tier 3 (Intensive Support): Conduct in-depth analysis of data for students receiving intensive interventions to ensure these supports are individualized, evidence-based, and leading to student progress. This aligns with the "Interventions (Tiers II/III)" considerations in the "HMTSS-R Action Plan".</p> <p>Data-Informed Decision-Making Protocols: The MTSS team will develop and utilize protocols to guide decision-making based on data analysis. These protocols will outline criteria for identifying students needing support, selecting appropriate interventions from an Intervention Platform (as suggested in the "HMTSS-R Action Plan"), and determining when to intensify or fade supports.</p> <p>Collaboration with Instructional Teams: The MTSS team will establish a process for sharing data insights and recommendations with grade-level and department-level teams (e.g., during Professional Learning Community (PLC) meetings). This will ensure that instructional practices and tier 1 supports are informed by the comprehensive data picture. Attend weekly PLCs.</p> <p>Progress Monitoring Implementation: The MTSS team will ensure that progress monitoring assessments are being implemented with fidelity for students in Tier 2 and Tier 3, and that the resulting data is used to inform instructional adjustments. Level 1: Level 2:</p>	<p>Monitoring of Progress:</p> <p>Evidence of regular MTSS team meetings with documented agendas and minutes reflecting data analysis and action planning.</p> <p>Development and utilization of data-informed decision-making protocols.</p> <p>Increased teacher utilization of data to inform instructional adjustments, observable through classroom walkthrough data.</p>	
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		<p>Professional Learning for Data Use: The MTSS team will identify and facilitate professional learning opportunities for all staff on how to interpret and utilize academic and behavior data to inform their instructional practices and support student needs across all tiers. This aligns with the "Professional Learning" considerations in the "HMTSS-R Action Plan" and Kealakehe's focus on professional development.</p> <p>Documentation of Interventions and Progress: The MTSS team will oversee the consistent documentation of student interventions and progress monitoring data, potentially using a school-created template or the Panorama system as indicated in the "Kealakehe Intermediate Academic Plan SY2025-26".</p> <p>Accountable Lead: Student Services Coordinator</p>	<p>Improved student progress on universal screeners and progress monitoring assessments, particularly for students receiving Tier 2 and Tier 3 supports.</p> <p>Reduction in the number of students requiring more intensive levels of support over time.</p> <p>Feedback from teachers and support staff on the effectiveness of the MTSS process and the support provided by the MTSS team.</p> <p>100% of students will meet iReady stretch goals by 3rd screener.</p>	
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		<p><b>Enabling Activity 8: Implement a Data-Driven Tiered Intervention System Delivered by Teachers and Counselors, Using the grade level and department PLCs as a Driving Force for Ensuring High-Quality Tier One Instruction and Intervention Design and Implementation.</b></p> <p><b>Specific Actions:</b></p> <p>Teachers, within their Professional Learning Communities (PLCs), will collaboratively analyze student data (e.g., iReady for ELA and Math, common assessments) to identify areas where core instruction can be strengthened to meet the needs of the majority of students.</p> <p>PLCs will engage in continuous improvement cycles, using data and discussing effective instructional practices to refine their Tier 1 strategies and ensure high-quality, differentiated instruction within the core curriculum. This aligns with the Department's commitment to continuous improvement and innovation.</p> <p>PLCs will develop and share best practices for implementing research-based instructional strategies within Tier 1 to proactively address potential learning gaps.</p> <p>PLC-Driven Protocol for Data Review and Identification of Intervention Needs:</p>		
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		<p>Teachers, within their Grade Level and Department Professional Learning Communities (PLCs), will regularly review student data from universal screeners (e.g., iReady for ELA and Math, Panorama Survey), common assessments, attendance data, behavior data and classroom-based measures to collectively identify students needing Tier 1 and Tier 2 academic and behavioral interventions.</p> <p>PLCs will develop clear decision rules based on data thresholds to determine which students require targeted support in specific areas.</p> <p>PLC-Informed Implementation of Tier 1 Interventions within Core Instruction:</p> <p>Teachers, informed by PLC discussions on effective Tier 1 strategies, will embed high-quality, differentiated instruction within their core curriculum to address the needs of most students. This includes utilizing explicit instructional routines, providing frequent opportunities for student response, and incorporating strategies to support diverse learners.</p> <p>Teachers will use formative assessment data, analyzed within their PLCs, to make real-time adjustments to their instruction.</p> <p>PLC-Developed and Delivered Targeted Tier 2 Interventions:</p>	<p>Monitoring of Progress:</p> <p>Analysis of student data (academic, attendance, behavior, social-emotional) to track the impact of tiered interventions, with PLCs regularly reviewing this data to assess the effectiveness of both Tier One and subsequent tiers.</p> <p>Documentation of interventions delivered by teachers and counselors, informed by and discussed within PLCs.</p>	
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		<p>Teachers will utilize small group instruction within the classroom to deliver evidence-based Tier 2 interventions to students who require additional support beyond Tier 1, as determined and planned within their PLCs based on data analysis.</p> <p>Interventions will be aligned to specific skill deficits identified through assessments (e.g., foundational reading skills, math calculations), with PLC collaboration ensuring alignment and effectiveness.</p> <p>Teachers will monitor student progress on Tier 2 interventions using appropriate progress monitoring tools and share and analyze this data within their PLCs to adjust interventions as needed.</p> <p>Teachers will collaborate within Professional Learning Communities (PLCs) to analyze student data, share effective Tier 1 and Tier 2 intervention strategies identified and refined through PLC work, and discuss student progress.</p> <p>PLCs will facilitate communication with MTSS team members regarding students who may require Tier 2 and 3 interventions or additional support beyond the classroom.</p> <p>Counselors utilize Data to Identify Students for Tier 2 and Tier 3 Behavioral and Social-Emotional Interventions (Informed by School-Wide Data and PLC Insights):</p>	<p>Regular review of student progress in intervention groups and individual counseling, with findings shared and acted upon in PLCs to refine both Tier One and Tier Two strategies.</p> <p>Teacher and counselor feedback on the effectiveness and implementation of the tiered intervention system, specifically including feedback on the role and impact of PLCs in improving Tier One instruction and intervention strategies.</p> <p>100% of students will meet iReady stretch goals by 3rd screener.</p>	
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		<p>Counselors will review school-wide data, including attendance records, behavior referrals, and social-emotional health assessment data (e.g., Panorama SEL data), to identify students needing targeted support. Counselors will also collaborate with PLCs to gain insights into classroom-level behavioral and social-emotional trends.</p> <p>Restorative Discipline used to support students' tier 2 and tier 3 needs.</p> <p>Deliver Tier 2 and Tier 3 Interventions Throughout the School Day (Collaborating with PLCs):</p> <p>Counselors will provide individual and small group counseling focused on addressing identified social-emotional and behavioral needs. They will work with PLCs to understand the classroom context of these needs.</p> <p>Counselors will implement check-in/check-out systems, develop behavior support plans, and provide mentoring for students requiring Tier 2 and Tier 3 support, sharing strategies and progress updates with relevant PLCs.</p> <p>Counselors will collaborate with teachers and staff to implement school-wide positive behavior initiatives, potentially informing and being informed by PLC discussions on school climate.</p>	<p>PLC meeting agendas and minutes reflecting data analysis, intervention planning, and strategy sharing, with a clear emphasis on discussing and refining Tier One instructional practices.</p>	
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		<p>Counselors will serve as a resource for teachers and staff on implementing Tier 1 classroom management strategies and addressing student behavioral and social-emotional needs, potentially participating in PLC meetings to share expertise.</p> <p>Counselors will connect students and families with community-based resources as needed, sharing relevant information with PLCs to ensure a holistic support system.</p> <p>Counselors will monitor the effectiveness of their interventions through data collection and analysis, sharing this data with PLCs to inform overall intervention strategies and the effectiveness of Tier One.</p> <p>Counselors will collaborate with teachers, administrators, and support staff (e.g., Academic Coach, Student Services Coordinator, Registrar) to ensure a coordinated and comprehensive system of tiered supports, with the PLC serving as a key integration point.</p> <p>Professional Development Focused on Counselor Support for tier 2 and tier 3 interventions, assessment analysis, and explicit instruction on behavior and social emotional needs .</p>		
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		<p>Professional Development Focused on PLC Effectiveness: Provide ongoing professional development for both teachers and counselors on understanding the tiered intervention system, utilizing data to inform interventions, implementing evidence-based strategies, and maximizing the effectiveness of PLCs in driving these processes and ensuring high-quality Tier One instruction.</p> <p>Data Systems that Support PLC Work: Ensure that data systems are user-friendly and provide timely information to teachers and counselors to facilitate data-based decision-making within their PLCs.</p> <p>Dedicated PLC Collaboration Time: Allocate dedicated time for teachers to meet in PLCs to focus on student needs and intervention planning, and ensure opportunities for counselors to collaborate with these PLCs.</p> <p>Accountable Leads: Department Leads and Academic Coaches</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 <u>receive necessary and timely support</u> to become proficient.</p>	<p>Lack of vertical alignment on Data and analysis amongst grade levels</p> <p>Lack of effective Response to Intervention (RTI); Lack of implementation of Guaranteed and Viable Curriculum (GVC) for tiers 1 and 2</p>	<p><b>Enabling Activity 1: Integrate data analysis and graphing skills across core subject areas (Math, Science, Social Studies) through explicit instruction and aligned tasks.</b></p> <p><b>Specific Actions:</b></p> <p>Develop cross-curricular projects, like the science fair, and tasks that require students to collect, analyze, and represent data using various types of graphs (e.g., bar graphs, line graphs, scatter plots). This directly addresses Critical Need 2.</p> <p>Provide professional development for teachers in all core subjects on effective strategies for teaching data analysis and graphing skills within their content.</p> <p>Collaborate across departments to ensure vertical alignment of data analysis and graphing skills taught at each grade level.</p> <p>Accountable Lead: Math Department Lead, Science Department Lead, Social Studies Department Lead.</p>	<p>Monitoring of Progress: Analysis of student work samples from cross-curricular projects, teacher observations of data analysis and graphing instruction, student performance on assessment tasks related to data analysis and graphing.</p> <p>100% of students will meet iReady stretch goals by 3rd screener.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$50,000</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><b>Enabling Activity 2: Implement a Leveled Math Workshop Structure to Provide Targeted Support in Math Calculations and Reasoning.</b></p> <p><b>Specific Actions:</b></p> <p>Establish Clear Criteria for Leveling: Utilize data from universal screeners like iReady to identify students who may benefit from Level 1 support, particularly those not meeting their iReady stretch goals or showing significant gaps in foundational math skills.</p> <p>Develop specific, data-driven criteria to determine student placement in different math workshop levels.</p> <p>For Level 1, curriculum-based measures (CBMs) in math calculations and reasoning will be used to monitor progress. This aligns directly with recent math PLC discussions [your query]. These CBMs should be aligned with essential math standards and identify specific skill deficits.</p> <p>Consider additional data points such as common assessments, teacher observations, and previous math performance to ensure appropriate placement.</p> <p>Design Level 1 Workshop Focus and Activities:</p> <p>Level 1 workshops will focus explicitly on addressing foundational math skills in calculations and reasoning as indicated by CBM data [your query].</p>	<p>Monitoring of Progress:</p> <p>Regularly administer and analyze math CBM data to track student growth in Level 1 workshops. Set specific, measurable goals for improvement in math calculations and reasoning.</p> <p>Monitor student progress on iReady math diagnostics, looking for increases in overall scores and movement towards their stretch goals.</p> <p>100% of students will meet iReady stretch goals by 3rd screener.</p>	
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		<p>Activities will include explicit instruction, targeted practice, and systematic review of prerequisite skills necessary to access grade-level standards.</p> <p>Utilize evidence-based intervention programs and resources within Level 1 workshops to address specific skill deficits identified through CBMs and iReady diagnostics.</p> <p>Incorporate manipulatives and visual aids to support conceptual understanding in math calculations and reasoning.</p> <p>Implement frequent progress monitoring using CBMs to track student growth and adjust instruction within Level 1 workshops.</p> <p>Dedicate specific time slots within the school schedule for leveled math workshops, potentially leveraging existing intervention blocks like "Hawk Time" to provide this targeted support outside of the core math instruction.</p> <p>Ensure that appropriate resources, including CBM tools, intervention materials, and technology, are available for each math workshop level.</p> <p>Strategically assign teachers or intervention specialists with expertise in foundational math skills to lead Level 1 workshops.</p> <p>Provide Professional Development and Collaboration:</p>	<p>Analyze student performance on common assessments and formative tasks within the core math curriculum to determine if the foundational skills addressed in Level 1 workshops are supporting their access to grade-level content.</p> <p>Collect data on student participation and engagement in the leveled math workshops.</p> <p>Gather teacher feedback on the effectiveness of the leveled workshop structure and the impact of Level 1 instruction on student learning during PLC meetings and through surveys.</p>	
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		<p>Offer professional development for math teachers and intervention staff on how to administer and interpret math CBMs [your query].</p> <p>Provide training on effective instructional strategies and evidence-based interventions for students needing support in math calculations and reasoning.</p> <p>Facilitate collaboration within math PLCs to discuss CBM data, share effective strategies for Level 1 instruction, and refine the leveling criteria and workshop activities. The use of data teams at the grade level can also support this process.</p> <p>The Academic Coach can play a key role in providing professional development and supporting the implementation of leveled math workshops.</p> <p>Accountable Leads: Math Department Lead</p>		
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<p>Science Proficiency</p> <p>Increase the percentage of all students demonstrating proficiency on statewide science assessments.</p>		<p><b>Enabling Activity 1: Enhance Science Instruction and Curriculum to Improve Student Proficiency.</b></p> <p><b>Specific Actions:</b></p> <p>Review and Align the Science Guaranteed and Viable Curriculum (GVC): Ensure the science GVC is grounded in agreed-upon essential standards, similar to the initiatives for Math and ELA. This should involve science department teachers in a collaborative process.</p> <p>Provide Targeted Professional Development for Science Teachers: Offer professional learning opportunities focused on effective science instructional strategies, inquiry-based learning, hands-on activities, and the integration of data analysis skills. This aligns with the "Professional Learning (NCIL MTSS-R Checklist)" component mentioned in the "HMTSS-R Action Plan".</p> <p>Integrate Science with Other Subjects: Implement science fair projects for all students to connect science concepts with mathematics (especially data analysis and graphing) ELA, and social studies.</p> <p>Increase Opportunities for Hands-On and Inquiry-Based Learning: Prioritize and support the implementation of engaging, hands-on investigations and inquiry-based activities that allow students to actively explore scientific concepts.</p>	<p>Monitoring of Progress:</p> <p>Science Proficiency Data: Track student proficiency levels in science on state assessments (Strive HI) and compare the data year-over-year [Me].</p> <p>Growth in Science: Monitor student growth in science using school-based assessments and compare growth data over time.</p>	
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		<p>Utilize Formative Assessments to Inform Instruction: Train science teachers on the effective use of formative assessments to monitor student understanding and adjust instruction in a timely manner.</p> <p><b>Enabling Activity 2: Systematically Integrate NGSS (DCI, CCC, SEP) into the Science Guaranteed and Viable Curriculum (GVC) and Instructional Practices.</b></p> <p><b>Specific Actions:</b></p> <p>Engage the Science Department Lead and science teachers in a collaborative process to deeply analyze the TCI science curriculum currently in use and explicitly map its alignment to the NGSS framework, including the DCIs, CCCs, and SEPs.</p> <p>Identify areas where the current curriculum may need to be supplemented or revised to ensure comprehensive coverage of NGSS standards and three-dimensional learning (integrating DCI, CCC, and SEP). This will contribute to building a robust GVC.</p> <p>Develop agreed-upon essential science standards for each grade level (6-8) that are explicitly linked to the NGSS framework. These standards will form the foundation of the science GVC.</p> <p>Ensure that quarterly unit plans, agreed-upon proficiency scales, pacing of essential standards, success criteria, and learning targets within the science GVC clearly articulate how NGSS elements are being addressed in instruction and assessment.</p>	<p>Classroom Walkthrough Data: Conduct classroom walkthroughs focused on observing the implementation of effective science instructional strategies, hands-on activities, and inquiry-based learning.</p> <p>Teacher Feedback: Gather feedback from science teachers regarding the effectiveness of professional development and the implementation of new strategies through surveys or PLC discussions.</p>	
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		<p>Professional Development Focused on NGSS:</p> <p>Provide ongoing professional development for all science teachers on the NGSS framework, emphasizing the interconnectedness of DCIs, CCCs, and SEPs.</p> <p>Offer training on effective instructional strategies that promote the Science and Engineering Practices, such as inquiry-based learning, argumentation from evidence, and developing and using models. This aligns with the goal of engaging teachers in professional development around powerful instructional practices.</p> <p>Facilitate professional learning opportunities where science teachers can collaboratively plan and design NGSS-aligned lessons and units that integrate the three dimensions of learning. The Academic Coach can play a crucial role in facilitating this professional development.</p> <p>Explore opportunities for teachers to learn about and implement interactive activities and hands-on, real-world applications of scientific concepts, aligning these with the SEPs and DCIs.</p> <p>Ensure that science instruction consistently provides opportunities for students to engage in the Science and Engineering Practices as a means of learning the Disciplinary Core Ideas and making connections through the Crosscutting Concepts.</p>	<p>Student Engagement:</p> <p>Monitor student engagement in science through observation and potentially student surveys.</p>	
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		<p>Develop and utilize assessment tasks that require students to demonstrate their understanding of science concepts through the lens of the SEPs and CCCs, moving beyond rote memorization of facts. This should be integrated into common assessments and classroom-based assessments.</p> <p>Encourage the use of phenomena-based learning to drive student inquiry and provide a context for integrating the three dimensions of NGSS.</p> <p>Align classroom walkthrough data collection with the observation of NGSS-aligned instructional practices to monitor implementation and identify further professional learning needs.</p> <p>Foster collaboration within the science department through regular PLC meetings to discuss the implementation of NGSS, share successful lessons and activities, and analyze student work related to NGSS standards.</p> <p>Encourage science teachers to collaborate with teachers in other subject areas to identify opportunities for reinforcing Crosscutting Concepts across the curriculum.</p> <p>Accountable Lead: Science Department Lead, Academic Coach</p>		
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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>Lack of explicit instruction in reading comprehension and vocabulary</p> <p>Lack of vertical alignment on Data and analysis amongst grade levels</p> <p>Lack of effective Response to Intervention (RTI); Lack of implementation of Guaranteed and Viable Curriculum (GVC) for tiers 1 and 2</p>	<p><b>Enabling Activity 1: Implement a school-wide structured literacy approach with an emphasis on explicit vocabulary and reading comprehension instruction in all content areas for grades 6-8.</b></p> <p><b>Specific Actions:</b></p> <p>Provide ongoing professional development for all teachers (ELA, Math, Science, Social Studies, and elective areas) on the science of reading, structured literacy components, and explicit strategies for vocabulary development (including morphology and contextual analysis) and reading comprehension (including close reading and summarizing). This directly addresses Critical Need 1, which mentions the need for students to decode unfamiliar words and comprehend what they are reading due to a weak foundation in language acquisition and structured literacy. This professional development aligns with the "Professional Learning (NCIL MTSS-R Checklist)" component of your HMTSS-R action plan.</p> <p>Adopt or adapt common instructional routines across subject areas that promote explicit vocabulary instruction (e.g., Frayer Model) and reading comprehension strategies (e.g., Think-Alouds). This ensures consistent support for all student groups.</p> <p>Ensure the Guaranteed and Viable Curriculum (GVC) in ELA and other content areas explicitly integrates vocabulary and reading comprehension skills aligned with state standards. This provides equitable access to high-quality curriculum for all learners.</p>	<p>Monitoring of Progress: Classroom walkthrough data focusing on the implementation of explicit vocabulary and reading comprehension strategies, student work samples demonstrating vocabulary acquisition and comprehension, progress on iReady reading diagnostics.</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</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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		<p>Accountable Lead: ELA Department Lead, Academic Coach.</p> <p><b>Enabling Activity 2: Establish targeted intervention blocks ("Hawk Time") focused on addressing foundational math skills and providing differentiated support based on iReady and other diagnostic data for grades 6-8.</b></p> <p><b>Specific Actions:</b></p> <p>Utilize iReady and common assessments to identify students needing support in prerequisite math skills. This addresses Critical Need 3 related to inconsistent understanding of essential standards in math. This use of universal screening aligns with the "Assessment Systems (R-TFI)" component of your HMTSS-R plan.</p> <p>Implement evidence-based intervention programs or resources within the "Hawk Time" block to address specific skill deficits identified through data. This targeted support aims to close achievement gaps among different student groups. This aligns with the "Interventions (Tiers II/III) (R-TFI Advanced Tiers)" of your HMTSS-R plan.</p> <p>Provide professional development for math teachers and intervention staff on effective strategies for delivering targeted math interventions and progress monitoring. This enhances teacher effectiveness in supporting diverse learners. This also connects to the "Professional Learning" aspect of your HMTSS-R plan.</p> <p>Accountable Lead: Math Department Lead, Registrar.</p>	<p>Monitoring of Progress: Student growth on iReady math diagnostics, progress monitoring data from intervention programs, student performance on formative and summative math assessments. This data collection supports "Data-Based Decision-Making".</p>	
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		<p><b>Enabling Activity 3: Special education teachers will use curriculum based measures to progress monitor and support all students with IEPs.</b></p> <p><b>Specific Action:</b></p> <p>Students with high IEP needs will be provided a Study Skills class to support their learning and IEP goals.</p> <p>Special Education teachers will use CBM data to help design explicit instruction and specially designed instruction.</p> <p>Special Education teachers will receive coaching and professional development from the Kealakehe Complex Area on a regular basis.</p> <p>Accountable Lead: SPED Dept Lead</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><i>Required for all schools.</i></p>		<p><b>Enabling Activity 1: Implement a comprehensive transition program focused on academic preparation, social-emotional well-being, and school culture integration for students entering middle school (6th grade) and high school (9th grade).</b></p> <p><b>Specific Actions:</b></p> <p>For incoming 6th graders:</p> <p>Establish and expand the "Uplink" program to create structured orientation experiences throughout the year, including on-campus visits and a summer bridge program. This directly addresses the need for a welcoming and engaging school environment (Critical Need 3) and supports students' sense of belonging.</p> <p>Develop and implement transition activities that focus on building foundational literacy and numeracy skills necessary for the middle school curriculum.</p> <p>Provide opportunities for incoming 6th graders to meet middle school teachers and staff and learn about middle school expectations, schedules (including advisory periods for SEL), and extracurricular activities.</p> <p>For rising 9th graders:</p> <p>Expand participation in the high school's summer bridge program. This addresses Critical Need 2 regarding students struggling with the complexity of standards and connects to Goal 1.3 in the "2023-29-ImplementationPlan.pdf" about college and career readiness.</p>	<p><b>Monitoring of Progress:</b></p> <p>Percent of elementary schools with transition activities for newly entering students.</p> <p>Percent of middle/intermediate schools with transition activities for students entering from elementary school and promoting to ninth grade.</p> <p>Student participation rates in orientation and summer bridge programs.</p> <p>Student feedback on the effectiveness of transition activities (e.g., surveys).</p> <p>Ninth-grade on-track promotion rates</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:UPLINK, \$50,000</p> <p><input type="checkbox"/> Other:__, \$</p>
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		<p>Implement "early warning" system analysis, as mentioned in the "2023-29-ImplementationPlan.pdf", to identify 8th graders who may be "off-track" and provide targeted support and interventions <i>prior</i> to their transition to high school. This aligns with the HMTSS framework by proactively identifying students needing support.</p> <p>Offer opportunities for 8th graders to be exposed to career pathways and understand the relevance of their middle school coursework to future high school and post-secondary options. This connects to Desired Outcome 1.3.1 in the "Academic Plan SY 24-25 Kealakehe Intermediate School.pdf".</p> <p>Ensure collaboration between middle and high school counselors to facilitate the development of Personal Transition Plans (PTP) and provide guidance on course selection aligned with students' interests and future goals.</p> <p><b>Accountable Lead:</b> 6th Grade Level Lead, 8th Grade Level Lead, Student Activity Coordinator, Counselors.</p> <p>.</p>	Data on students' sense of belonging and engagement during their first year of middle and high school	
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<p><b>All English Learners will demonstrate increased academic proficiency across all content areas and show measurable growth in English language proficiency as a result of consistently implemented sheltered instruction strategies by all teachers.</b></p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>Lack of explicit instruction in reading comprehension and vocabulary</p> <p>Lack of effective Response to Intervention (RTI); Lack of implementation of Guaranteed and Viable Curriculum (GVC) for tiers 1 and 2</p>	<p><b>Implement and expand sheltered instruction strategies across all content areas through ongoing professional development and coaching for all teachers.</b></p> <p><b>Specific Actions:</b></p> <p>Offer initial training for all content area teachers (ELA, Math, Science, Social Studies, and elective areas) on the principles and practical application of sheltered instruction [source 168, emphasizing PD for all teachers]. This PD should cover strategies for making content comprehensible, teaching academic vocabulary explicitly, adapting instructional materials, and fostering student interaction [source 22, mentioning Sheltered Instruction Qualification support].</p> <p>Conduct ongoing follow-up workshops and learning communities to deepen understanding, share best practices, and address challenges in implementing sheltered instruction [source 35, providing opportunities for professional development training that helps increase effectiveness].</p> <p>Dedicate time during Professional Learning Community (PLC) meetings for teachers to collaboratively plan and reflect on the implementation of sheltered instruction strategies in their specific content areas [source 194, emphasizing collaborative data analysis and instructional strategy sharing in PLCs].</p> <p>Integrate sheltered instruction into curriculum and lesson planning:</p>	<p><b>Monitoring of Progress:</b></p> <p><b>Classroom Walkthrough Data:</b> Regularly observe classrooms to assess the implementation of sheltered instruction strategies, focusing on the use of visuals, explicit vocabulary instruction, adapted materials, and student engagement could be aligned to look for evidence of sheltered instruction.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$50,000</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>Ensure that the Guaranteed and Viable Curriculum (GVC) in all content areas explicitly incorporates strategies and activities aligned with sheltered instruction principles [source 93, outlining the development of GVC by departments; source 170, ensuring GVC in ELA and other areas integrates vocabulary and comprehension].</p> <p>Incorporate specific strategies like QTEL (Quality Teaching for English Learners), as mentioned in Kealakehe Intermediate School's "HMTSS-R Action Plan" [source 128], into the PD to provide teachers with research-based techniques for supporting ELs.</p> <p>Develop and share model lesson plans and resources that demonstrate effective sheltered instruction techniques across different subjects [source 36, piloting "Ed Talks" to showcase practices].</p> <p>Encourage teachers to collaborate across departments to identify common academic vocabulary and develop cross-curricular strategies for language support [source 175, promoting collaboration across departments].</p> <p>Provide coaching and support for teachers in implementing sheltered instruction:</p> <p>Utilize the Academic Coaches, EL Coordinator, and teacher leaders to provide individualized coaching and modeling of sheltered instruction strategies in classrooms the first two weeks of each quarter.</p> <p>Establish peer mentoring opportunities where teachers who are effectively using sheltered instruction can support their colleagues [source 197, organizing peer mentoring opportunities].</p>	<p><b>Teacher Feedback and Self-Reflection:</b> Gather feedback from teachers through surveys, PLC discussions, and coaching sessions regarding their understanding and implementation of sheltered instruction, as well as the impact on student learning</p> <p><b>Analysis of Student Work Samples:</b> Review student work across content areas for evidence of improved comprehension, vocabulary acquisition, and engagement with academic tasks as a result of sheltered instruction</p>	
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		<p>Offer <b>resources and materials</b> that support sheltered instruction, such as visual aids, graphic organizers, and adapted texts</p> <p>Accountable Leads:</p> <p>Academic Coach: Overall coordination and delivery of professional development and coaching related to sheltered instruction [source 91, 95, 195, 197].</p> <p>Department Leads (ELA, Math, Science, Social Studies): Ensuring the integration of sheltered instruction strategies within their respective content area curricula and facilitating departmental PLC discussions focused on implementation [source 93, 94, 170, 172, 176].</p> <p>EL Coordinator: Providing expertise and support specific to the needs of English Learners and the implementation of language development strategies within sheltered instruction [source 99, ESOL classes; our previous conversation highlighting the need for EL support].</p> <p>Literacy Coach (if applicable): Collaborating with the Academic Coach to provide specialized support for literacy development within sheltered content instruction [source 128, literacy coach responsible for SOP for reading].</p>	<p><b>English Language Proficiency Data:</b> Monitor the progress of English Learners on English language proficiency assessments to see if sheltered instruction is contributing to their language development</p> <p><b>Academic Performance Data:</b> Track the academic performance of English Learners, including grades and iReady scores, to determine if the implementation of sheltered instruction is leading to improved outcomes and a reduction in the failure rate [source 91, iReady diagnostic data; source 170, progress on iReady reading diagnostics]. Disaggregated data for ELs should be a key focus [source</p>	
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			<p>20, 70].</p> <p><b>PLC Meeting Agendas and Minutes:</b> Review PLC documentation to ensure that sheltered instruction strategies are being discussed, planned, and reflected upon [source 195, PLC meeting agendas and minutes reflecting strategy sharing].</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. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>		<p><b>Enabling Activity: Implement a comprehensive school-wide culture and engagement initiative focused on fostering a strong sense of belonging, promoting the value of consistent attendance, and providing targeted support for students with attendance challenges.</b></p> <p><b>Specific Actions:</b></p> <p>Refine Advisory Pacing Guide.</p> <p>Provide professional development on Advisory co-teaching.</p> <p>Ensure the consistent and effective implementation of the Advisory program with a focus on delivering Social-Emotional Learning (SEL) activities, such as 5-minute conferencing, circle check-in times, and preparing all students for student led conferences.</p> <p>Provide ongoing professional development for advisory teachers to confidently implement Tier 1 check-in and engagement strategies.</p> <p>Create and implement promotional campaigns for students and families that clearly communicate the</p>	<p>Monitoring of Progress:</p> <p>Percent of students attending 95% or more days of instruction, as targeted in the "Academic Plan SY 24-25 Kealakehe Intermediate School.pdf".</p> <p>10% decrease in the percentage of chronically absent students by the end of May 2026, as measured from May 2025 chronically absent baseline.</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</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>

		<p>importance and benefits of regular school attendance, aligning with the Department Action Items in the "2023-29-ImplementationPlan.pdf".</p> <p>Recognize and celebrate good and improved attendance at the classroom, grade, and school levels to reinforce positive attendance behaviors.</p> <p>Establish a system for early identification of students with attendance concerns using data from the student information system and universal screeners (though the sources primarily mention iReady for academics). This aligns with the principles of the Hawaii Multi-Tiered System of Support (HMTSS).</p> <p>Develop and implement Tier 2 interventions for students with moderate attendance issues, which may include mentoring programs, check-in/check-out systems, and targeted counseling.</p> <p>Create and enhance programs to re-engage students with excessive absences, such as credit recovery options and counseling services as suggested in the "2023-29-ImplementationPlan.pdf".</p> <p>Partner with the school counselor and social worker to provide support and resources to students and families facing barriers to regular attendance.</p> <p>Continue to implement strategies that enhance the overall school climate and student engagement, such as the Advisory program delivering Social-Emotional Learning (SEL) activities, offering more co-curricular and extracurricular activities inclusive of all students, and developing transition programs to support students new to the school. These initiatives aim to support student engagement and a sense of belonging, as mentioned in</p>	<p>Student responses on surveys (e.g., Panorama) related to their sense of belonging and school engagement (aligning with Critical Need 3).</p> <p>Qualitative data from student and family feedback on the effectiveness of attendance initiatives.</p>	
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		<p>the "Academic Plan SY 24-25 Kealakehe Intermediate School.pdf".</p> <p>Accountable Lead: Grade Level Leads, Student Services Coordinator, Advisory Lead Teacher, School Counselor.</p> <p>.</p>		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>		<p><b>Enabling Activity: Implement and enhance a comprehensive, school-wide positive behavior framework that integrates Social-Emotional Learning (SEL), culturally responsive practices aligned with Nā Hopena A'o (HĀ), and consistent expectations to foster a respectful and responsible school culture.</b></p> <p><b>Specific Actions:</b></p> <p>Continue and deepen the implementation of the Advisory program to explicitly teach and reinforce positive social behaviors through structured SEL activities, such as 5-minute conferencing and circle check-ins. Provide teachers with resources and training to effectively facilitate these activities.</p> <p>Expand the Use of AVID WICOR Strategies:</p> <p>Ensure the school-wide implementation of AVID WICOR strategies to promote student engagement, a sense of belonging, and positive academic <i>and social</i> behaviors. Provide ongoing professional development for all teachers and classroom support staff on the effective integration of WICOR in their practices.</p> <p>Further embed Nā Hopena A'o (HĀ) beliefs and dispositions into the school culture and curriculum. Provide educators with culture-based learning opportunities and training to effectively connect HĀ to positive behavior expectations.</p>	<p><b>Monitoring of Progress:</b></p> <p>Reduction in the number of student behavior referrals and incidents.</p> <p>Improvement in student responses on surveys (e.g., Panorama) related to <b>positive behavior, school climate, and sense of belonging.</b></p> <p>Classroom walkthrough data indicating the implementation of SEL strategies and positive behavior supports.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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 checked="" type="checkbox"/> Other:__, \$</p>
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		<p>Develop and communicate clear, consistent, and age-appropriate expectations for student behavior in all school settings (classrooms, hallways, cafeteria, etc.). Involve students, staff, and families in the development or review of these expectations to foster shared ownership. For example, refine <a href="#">Hawk Matrix</a> and use it.</p> <p>Implement a consistent system for recognizing and reinforcing positive behaviors aligned with the school-wide expectations. This could include verbal praise, positive referrals, and school-wide recognition programs.</p> <p>Incorporate evidence-based SEL curricula and lessons into the Advisory program and, where appropriate, integrate them into core subject areas. Focus on teaching skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>Regularly review student behavior data (e.g., referrals, incidents) and social-emotional health assessment data (e.g., Panorama SEL data) to identify trends, areas for improvement, and the effectiveness of implemented strategies. Use this data to adjust interventions and supports as needed.</p> <p>Continue to cultivate a strong school culture that supports strong student engagement and a strong sense of belonging. This can include providing opportunities for student voice and leadership, offering a variety of inclusive extracurricular activities, and promoting positive relationships between students and staff.</p> <p>Accountable Lead: Grade Level Leads, AVID Lead, Student Services Coordinator, School Administration.</p>	<p>Feedback from students, parents/guardians, and staff regarding the school environment and student behavior (aligning with measures mentioned in the "2023-29-ImplementationPlan.pdf" for Desired Outcome 1.2.2).</p> <p>Attendance data as a secondary indicator of positive school engagement.</p>	
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		<p>This enabling activity emphasizes a proactive and multi-faceted approach to fostering positive behaviors by integrating SEL, culturally responsive practices, clear expectations, and consistent reinforcement within a supportive school culture. It builds upon existing initiatives at Kealakehe Intermediate School, as highlighted in the provided academic plans, and aligns with the broader goals of creating a safe and nurturing environment for all students outlined in the state's Implementation Plan.</p>		
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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><b>Enabling Activity: Deepen the integration of Nā Hopena A'o (HĀ) across the curriculum and school culture through enhanced professional development, 'āina-based learning experiences, and intentional connections to HĀ competencies in daily practices.</b></p> <p><b>Specific Actions:</b></p> <p>Provide ongoing and sustained professional development for all educators (teachers, support staff, and administrators) that goes beyond introductory sessions. Focus on practical strategies for embedding the six core competencies of HĀ (Self-Aware Learner, Knowledgeable Learner, Skilled Communicator, Complex Thinker, Quality Producer, Responsible Global Citizen) into their respective content areas and daily interactions with students.</p> <p>Offer culture-based learning opportunities for staff to deepen their understanding of Hawai'i's history, culture, and language, fostering a more culturally responsive environment that aligns with HĀ principles.</p> <p>Build upon the existing initiative of engaging in kuleana for 'āina on campus during Advisory times (as mentioned in the "Academic Plan SY 24-25 Kealakehe Intermediate School.pdf") by expanding the scope and depth of these experiences.</p> <p>Develop curricular connections to 'āina (land and sea) across different subjects, providing students with hands-on, real-world learning opportunities that cultivate a sense of place and responsibility, aligning with the HĀ competency of Responsible Global Citizen and the core value of <i>He pili wehena 'ole</i>.</p>	<p><b>Monitoring of Progress:</b></p> <p>Increased integration of HĀ language and concepts in lesson plans and curriculum documents.</p> <p>Observations of classroom practices demonstrating the application of HĀ competencies.</p> <p>Student feedback on their learning experiences and connections to HĀ competencies.</p> <p>Results from the HĀ climate survey indicating a positive shift in the school environment related to HĀ.</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</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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		<p>Explore opportunities to partner with community and government organizations to provide students with access to off-campus 'āina-based learning experiences.</p> <p>Provide teachers with resources and support to explicitly connect HĀ competencies to learning targets, instructional activities, and assessment practices in all subject areas.</p> <p>Promote student voice and leadership opportunities that empower students to take initiative and responsibility, aligning with the HĀ competency of Self-Aware Learner and the core value of <i>Ma ka hana ka 'ike ma ka 'imi ka loa'a</i>.</p> <p>Recognize and celebrate students and staff who demonstrate the values and competencies of HĀ in their actions and work.</p> <p>Utilize the HĀ climate survey (as mentioned in the "2023-29-ImplementationPlan.pdf") for school self-assessment to identify areas of strength and areas needing further development in fostering a HĀ environment.</p> <p>Accountable Lead: AVID Lead (due to WICOR alignment), Social Studies Department Lead (often connected to culture-based learning), Curriculum Coordinator, School Administration.</p>	Documentation of 'āina-based learning activities and their alignment with curriculum.	
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★ **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><i>Required for all schools.</i></p>		<p><b>Enabling Activity: Develop and implement a structured and progressive framework of career exploration, community engagement, and civic learning experiences across all grade levels, leveraging partnerships and integrating these opportunities within and beyond the regular curriculum.</b></p> <p><b>Specific Actions:</b></p> <p><b>Enhance and Systematize Career Exploration:</b></p> <p>Expand upon the current approach in elective classes by <b>intentionally mapping career exploration activities</b> across all subject areas in grades 6-8, ensuring age-appropriateness and progression.</p> <p>Provide elective teachers with <b>training, coaching, and resources</b> to integrate career-related learning into their lessons, showcasing real-world applications of academic content and connections to various career pathways.</p> <p>Electives classes organize <b>career speaker series, workshops, and field trips</b> that expose students to a</p>	<p><b>Monitoring of Progress:</b></p> <p>Increased <b>number of students participating in career exploration activities</b>, such as workshops, speaker series, and field trips.</p> <p>Evidence of <b>student engagement in civic learning activities</b>, such as participation in discussions, debates, and school governance.</p>	<p> <input 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 type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$         </p>

		<p>diverse range of professions and industries, partnering with local employers, community organizations, and higher education institutions.</p> <p><b>Expand and Deepen Community Engagement:</b></p> <p>During Advisory, build upon the existing engagement in <b>kuleana for 'āina on campus</b> by creating additional opportunities for students to contribute to the school and the wider community.</p> <p><b>Design and Implement Active Civic Learning Experiences:</b></p> <p>Develop and incorporate <b>instructional experiences that connect students with local and/or global real-world issues</b>, encouraging critical thinking and problem-solving from a civic perspective. Examples: Science fair projects, electives huaka'i</p> <p>Encourage student participation in school governance and decision-making processes, fostering a sense of civic responsibility within the school community.</p> <p><b>Establish Partnerships and Leverage Resources:</b></p> <p>Strengthen existing partnerships with <b>employers, community partners, military, and higher education institutions</b> to expand opportunities for learning experiences.</p> <p>Actively seek <b>grant funding</b>, such as the <b>Gear Up grant</b>, to support and expand these career, community, and civic engagement initiatives.</p> <p>.</p>	<p>Feedback from students, teachers, and community partners regarding the quality and impact of these experiences.</p>	
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		<b>Accountable Lead:</b> Electives Lead (as mentioned in the "Academic Plan SY 24-25 Kealakehe Intermediate School.pdf"), Student Activity Coordinator, Community School Coordinator, Grade Level Leads, Counselors.		
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<p><b>K-12 Alignment</b></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><b>Enabling Activity:</b> Implement a School-Wide Science Fair Investigation Program with Cross-Curricular Integration and Multi-Level Judging to Enhance Academic Skills and Alignment with Career Pathways.</p> <p><b>Specific Actions:</b></p> <p>Curriculum Integration: The science fair investigation will be a required component of the science curriculum for all students in grades 6-8 throughout the academic year.</p> <p>Cross-Curricular Collaboration:</p> <p>Science teachers will guide students in developing testable questions, designing and conducting investigations, collecting and analyzing data, and drawing conclusions.</p> <p>ELA teachers will instruct and support students in developing research writing skills necessary for their research papers and abstracts, emphasizing clear and concise scientific communication.</p> <p>Mathematics teachers will provide guidance on data collection methods, statistical analysis appropriate for middle school, and the creation of effective graphs and charts to present findings.</p> <p>Social Studies teachers will help students understand the broader context and ethical considerations related to their research topics, encouraging connections to real-world issues and civic engagement.</p>	<p><b>Monitoring of Progress:</b></p> <p>Increased student participation rates in the annual science fair.</p> <p>Qualitative data gathered from student surveys regarding their engagement and learning during the science fair process.</p> <p>Assessment of student research papers and presentations using established rubrics aligned across science, ELA, and math departments.</p> <p>Evidence of cross-curricular collaboration among teachers through lesson plans and team meeting minutes.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</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>Teacher Professional Development: Provide professional learning opportunities for all participating teachers to facilitate effective cross-curricular support and ensure they are equipped to guide students through the scientific inquiry process.</p> <p>School-Level Judging: A school-wide science fair will be held where all student projects will be evaluated by a panel of school staff, teachers from various disciplines, and community volunteers [user suggestion]. Students will receive feedback on the different aspects of their projects, including their research question, methodology, data analysis, and presentation [user suggestion].</p> <p>Strict-Level Judging: A second, more rigorous level of judging will be implemented for a subset of projects identified as high-quality at the school level [user suggestion]. This panel will include science experts, professionals from STEM fields, or higher education faculty. Students at this level will receive more in-depth feedback focused on advanced scientific concepts and presentation rigor [user suggestion].</p> <p>Feedback for Improvement: The judging process at both levels will prioritize providing constructive and specific feedback to students, highlighting strengths and suggesting concrete steps for improvement, fostering a growth mindset and preparing them for future academic challenges [user suggestion].</p> <p>Recognition and Celebration: Recognize and celebrate the efforts and achievements of all participating students, with specific awards for exemplary projects at both judging levels to encourage engagement and excellence in scientific inquiry.</p>	<p>Potential longitudinal data on student performance in high school STEM courses and expressed interest in STEM careers.</p> <p>]</p>	
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		Accountable Lead(s): Science Department Lead, ELA Department Lead, Mathematics Department Lead, Academic Coach.		
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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 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>
All teachers engaged in the PLC process		<p><b>Enabling Activity 1: Implement a comprehensive professional learning community (PLC) structure with a focus on collaborative data analysis and instructional strategy sharing, particularly related to literacy and math.</b></p> <p>Specific Actions:</p> <p>Dedicate weekly time for department-level PLCs focused on examining student data (e.g., iReady, common assessments, classroom-based data) to identify trends and inform instructional adjustments.</p>	Monitoring of Progress: PLC meeting agendas and minutes reflecting data analysis and strategy sharing, teacher feedback on the effectiveness of PLCs, observation of instructional practices aligned with PLC discussions.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$5,000 <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 checked="" type="checkbox"/> Other:____, \$



		<p>Provide opportunities for teachers to share effective instructional strategies (e.g., vocabulary routines, comprehension activities, math intervention techniques) within their PLCs.</p> <p>Provide training for PLC facilitators to ensure meetings are focused and productive.</p> <p>Accountable Lead: Principal, Department Leads, Academic Coach.</p> <p><b>Enabling Activity 2: Provide targeted coaching and mentoring support for teachers in implementing evidence-based literacy and math interventions, particularly for those working with students needing Tier 2 and Tier 3 support.</b></p> <p><b>Specific Actions:</b></p> <p>Provide individualized coaching and support to teachers on effective intervention delivery.</p> <p>Provide resources and training on specific intervention programs (e.g., Read Naturally, evidence-based math programs).</p> <p>Accountable Lead: Academic Coach, Intervention Specialists, Department Leads.</p> <p>Monitoring of Progress: Documentation of coaching sessions and mentoring activities, observation of intervention implementation in classrooms, student progress data in intervention programs.</p>	<p>100% of teachers will engage in PLC process on a weekly basis.</p>	
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		<p><b>Enabling Activity 3: Support teacher professional growth in understanding and implementing culturally responsive teaching practices, to create an inclusive learning environment that supports all students (ex. Explicit instruction, collaborative instructional strategies, QTEL strategies)</b></p> <p><b>Specific Actions:</b></p> <p>Offer professional development workshops focused on cultural awareness, competence, and humility.</p> <p>Facilitate opportunities for teachers to learn about the diverse backgrounds and experiences of their students.</p> <p>Encourage the integration of culturally relevant materials and examples into instruction. (ex. Climate change in Micronesia, Pacific Islander Myths)</p> <p>Accountable Lead: Student Services Coordinator, Principal.</p> <p>Anticipated Source of Funds: World School Fund (WSF), Title I, Title IV-A.</p> <p>Enabling Activity 4: Implement the Comprehensive School Literacy Grant to support literacy across the curriculum.</p>	<p>Monitoring of Progress: Teacher participation in professional development, classroom observations noting culturally responsive practices, student feedback on the inclusiveness of the learning environment.</p> <p>100% of students will meet iReady stretch goals by third universal screener.</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>
<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><b>Enabling Activity 1: Enhance communication with families regarding student academic progress and school improvement efforts, including data related to the identified critical needs.</b></p> <p><b>Specific Actions:</b></p> <p>Regularly update the school website with information about the School Academic Plan, progress towards goals, and data related to student achievement in reading and math.</p> <p>Host parent information nights or workshops to explain student performance data (e.g., iReady results) and provide resources for supporting learning at home.</p>	<p>Monitoring of Progress: Website analytics, attendance at parent events, parent survey data on communication effectiveness.</p> <p>Ensure Community School Coordinator sends out weekly school updates to all families using REMIND.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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>

		<p>Utilize multiple communication channels (e.g., email, newsletters, school social media) to share information and solicit feedback from families.</p> <p>Accountable Lead: Principal, Community School Coordinator.</p>		
<p>3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school. [For schools with Community School Coordinators only (To add additional desired outcomes, duplicate this row, including source of funds checkboxes)]</p>		<p><b>Enabling Activity 1: Hold monthly School Community Council meetings.</b></p>	<p>Monitoring of Progress: Website analytics, attendance at parent events, parent survey data on communication effectiveness.</p> <p>Increase family and student participation in SCC meetings to ensure full quorum for SCC meetings.</p>	<p> <input type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$5,000  <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>

★ 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>
<p><i>Strengthen the School Community Council (SCC) to ensure it has full membership, meets regularly, and actively participates in the review and monitoring of the Academic Plan</i></p>		<p><b>Enabling Activity 2: Strengthen the School Community Council (SCC) to ensure it has full membership, meets regularly, and actively participates in the review and monitoring of the Academic Plan.</b></p> <p><b>Specific Actions:</b></p> <p>Actively recruit and support diverse stakeholder representation, especially students and non DOE parents, on the SCC.</p> <p>Provide training for SCC members on their roles and responsibilities, the School Academic Plan, and school data.</p> <p>Ensure monthly regular SCC meetings where the principal provides updates on the implementation and progress of the Academic Plan, including data related to the critical needs. Add meetings to the school calendar.</p>	<p>Monitoring of Progress: SCC membership records, SCC meeting agendas and minutes reflecting discussions on the Academic Plan, results of SCC self-assessment surveys</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 checked="" type="checkbox"/> Other:____, \$         </p>

		<p>SCC minutes are sent out on REMIND after every meeting to all school stakeholders and feeder schools.</p> <p>Accountable Lead: Principal, Community School Coordinator.</p>		
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## ★ Other Systems of Support

<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>
<p><b><i>Staff actively utilize clear and accessible feedback processes, leading to the regular incorporation of their insights and perspectives into school operational improvements and the refinement of instructional initiatives directly addressing identified critical student needs.</i></b></p>		<p><b>Enabling Activity 3: Implement clear and accessible processes for staff to provide feedback on school operations and instructional initiatives, including those related to addressing the critical student needs.</b></p> <p><b>Specific Actions:</b></p> <p>Establish regular opportunities for staff meetings and discussions focused on providing input on school-wide initiatives.</p> <p>Utilize online surveys or feedback forms to gather staff perspectives on different aspects of school operations and the implementation of the Academic Plan.</p> <p>Ensure that staff feedback is considered in decision-making processes and that there is transparent communication about how feedback is used.</p>	<p>Monitoring of Progress: Participation rates in feedback opportunities, documentation of how staff feedback is used to inform decisions.</p>	<p><input checked="" type="checkbox"/> WSF, \$1,000</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>

		<p>Ensure open communication between teachers and the teacher leadership team.</p> <p>Provide professional development for our leadership team to support in developing leadership skills and ability to facilitate PLCs.</p> <p>Accountable Lead: Principal, Leadership Team.</p>		
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## 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 Kealakehe Intermediate School 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>	
<b>Did your school submit a SCC Waiver Request Form? Please explain. Yes</b>	Yes
<b>Bell Schedule:</b> <a href="#">Link to Bell Schedule</a>	