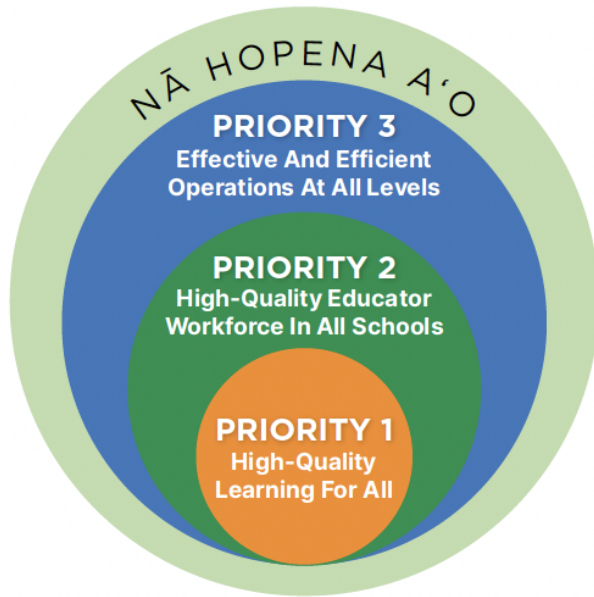
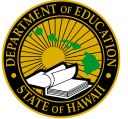




Kealakehe Intermediate School

Academic Plan

SY 2026-2027

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)
 ☐ Comprehensive Support and Improvement School
 ☐ Targeted Support and Improvement School

Submitted by Principal Janice Blaber	
<i>Janice Blaber</i>	April 2026

Approved by Complex Area Superintendent [Insert printed name]	
<i>Janette Philling</i>	4/15/2026

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 6-8	'19 Amplify ELA ▾	Ready ▾	TCI Science	TCI Social Studies
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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
Tier 3 Reading	Read 180			
ESOL	Read 180			

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 ▾
Grades 6-8	Other: ▾ ICA ELA	Other: ▾ ICA Math
	Select One ▾	Select One ▾

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: [Insert year]

Type of Last Visit: **Select One** ▾

Year of Next Action: [Insert year]

Type of Next Action: **Select One** ▾

Year of Next Self-Study:

[Insert year]

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1	<u>Student Need:</u> Students have a critical need to develop deep, evidence-based reasoning. This is the ability to move beyond surface-level comprehension to: Analyze how text structure, academic vocabulary, and author's craft impact meaning. Make a clear claim in speaking and writing. Defend that claim using credible, relevant textual evidence and explicit, logical reasoning, particularly through rigorous, multi-step writing experiences. <u>Root/Contributing Cause:</u> Lack of consistent understanding around how to provide rigorous instruction for all - aligned to CFA results.
2	<u>Student Need:</u> There is a need to prioritize the explicit teaching of reading symbols and mathematical notation. Students are unable to correctly read, interpret, or translate mathematical notation. For example, they may see $-5(x+3)$ and fail to understand the relationship and operations being represented because they haven't been explicitly taught how to "read" the symbols in sequence. There is a need to transition instructional practices from purely procedural mastery toward fostering robust, transferable conceptual knowledge by proactively identifying and closing prerequisite skill gaps. Students arrive in middle school with inconsistent mastery of core elementary topics. The critical skills most often missing involve fluency with operations involving fractions, decimals, integers, and a basic understanding of ratio and proportion. The core issue is that even if students possess a basic skill (e.g., they can multiply 2×3), they

	often lack the conceptual depth of that skill (e.g., they don't see multiplication as scaling or repeated addition). This lack of depth becomes glaring when they encounter complex applications. <u>Root/Contributing Cause:</u> <i>Lack of cohesive curriculum and instructional practices for both grade level math classes and intervention classes. Lack of a system to address gaps that individual students need.</i>
3	<u>Student Need:</u> Students have a critical need to feel safe and belonged in school. <u>Root/Contributing Cause:</u> <i>Lack of consistent tier 1 and 2 behavioral instruction, Lack of consistent schoolwide behavior expectations (personal standards/honor code/integrity)</i>

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.

3

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:** **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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>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.				☐ WSF, \$ ☐ Title I, \$50,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Reading Proficiency

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.

- ☐ WSF, \$
- ☐ Title I, \$5,000
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☐ Other:__, \$

--	--	--	--	--

			.	
			.	
			.	
			.	

--	--	--	--	--

--	--	--	--	--

Mathematics Proficiency 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.		Enabling Activity 1: Integrate data analysis and graphing skills across core subject areas (Math, Science, Social Studies) through explicit instruction and aligned tasks. Specific Actions: 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. Provide professional development for teachers in all core subjects on effective strategies for teaching data analysis and graphing skills within their content. Collaborate across departments to ensure vertical alignment of data analysis and graphing skills taught at each grade level. Accountable Lead: Math Department Lead, Science Department Lead, Social Studies Department Lead.	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. 100% of students will meet iReady stretch goals by 3rd screener.	☐ WSF, \$ ☒ Title I, \$50,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
--	--	---	--	--

		Enabling Activity 2: Implement a Leveled Math Workshop Structure to Provide Targeted Support in Math Calculations and Reasoning. Specific Actions: 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. Develop specific, data-driven criteria to determine student placement in different math workshop levels. 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. Consider additional data points such as common assessments, teacher observations, and previous math performance to ensure appropriate placement. Design Level 1 Workshop Focus and Activities: Level 1 workshops will focus explicitly on addressing foundational math skills in calculations and reasoning as indicated by CBM data [your query].	Monitoring of Progress: 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. Monitor student progress on iReady math diagnostics, looking for increases in overall scores and movement towards their stretch goals. 100% of students will meet iReady stretch goals by 3rd screener.	
--	--	--	---	--

		Activities will include explicit instruction, targeted practice, and systematic review of prerequisite skills necessary to access grade-level standards. Utilize evidence-based intervention programs and resources within Level 1 workshops to address specific skill deficits identified through CBMs and iReady diagnostics. Incorporate manipulatives and visual aids to support conceptual understanding in math calculations and reasoning. Implement frequent progress monitoring using CBMs to track student growth and adjust instruction within Level 1 workshops. 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. Ensure that appropriate resources, including CBM tools, intervention materials, and technology, are available for each math workshop level. Strategically assign teachers or intervention specialists with expertise in foundational math skills to lead Level 1 workshops. Provide Professional Development and Collaboration:	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. Collect data on student participation and engagement in the leveled math workshops. 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.	
--	--	--	---	--

		Offer professional development for math teachers and intervention staff on how to administer and interpret math CBMs [your query]. Provide training on effective instructional strategies and evidence-based interventions for students needing support in math calculations and reasoning. 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. The Academic Coach can play a key role in providing professional development and supporting the implementation of leveled math workshops. Accountable Leads: Math Department Lead		
--	--	---	--	--

--	--	--	--	--

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Lack of consistent understanding around how to provide rigorous instruction for all - aligned to CFA results.	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. 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). 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. 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. 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.	Monitoring of Progress: Hawk Walk Trend data, CFAs, CSAs, Screener data, SBA Interim Assessment Data	☒ WSF, \$5,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:CLSD, \$10,000
--	--	---	---	--

		Revise GVC to include: summative assessments w/rubric and exemplar; CFA checkpoints & Daily LT, SC & vocabulary. Ensure pacing guides are up to date before the start of teach quarter. (LAP lines 49-50) Provide Explicit Instruction PD for all staff to strengthen guided practice & scaffolding to ensure daily lessons incorporate SOPs: Opening, Body (Explicit Instruction & Rigor), & closing (LAP lines 51-56; 117) - Lesson openings to include pre-reading scaffolds such as learning focus, vocabulary instruction or schema building (QTEL moment 1) - Lessons to include interaction with text to ensure surface & deep rigor while reading, writing, speaking & listening about a domain specific text (QTEL moment 2/during reading) - Lessons to include interaction with text to ensure surface & deep rigor while reading, writing, speaking & listening about a domain specific text (QTEL moment 2/during reading) - Consistent expectations for explicit vocabulary instruction specific to discipline & incorporating morphology when appropriate - Lessons Integrate the specialized habits unique to content area field to foster disciplinary literacy and support rigor Provide Structured Literacy Academy PD for all teachers to support literacy across the content (general literacy strategies) and disciplinary literacy (thinking like a disciplinary expert). (line 119)		
--	--	--	--	--

		Accountable Lead: Academic Coach Enabling Activity 2: Establish targeted intervention blocks focused on addressing foundational reading and math skills and providing differentiated support based on screeners, interim assessments and diagnostic data for grades 6-8. Specific Actions: Utilize iReady and common assessments to identify students needing support in prerequisite reading and 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. Develop an assessment protocol that includes "who" "when", "how" "what" and "why" to support fidelity in administering assessments. Provide PD on administering assessments to increase validity of assessments (phonics for reading, iready, SBA, SEL/panorama, CFAs, WIDA access). Monitor the fidelity of administering assessments. (line 88-90) Review assessment schedule to prevent testing fatigue. Create incentives system for screeners and summatives to increase validity of assessments. (line 92-93) After (i-Ready) literacy screener, - use a diagnostic (Phonics For Reading placement test) for level 1 Hawk Time & ESOL students to identify appropriate phonics level; Provide small group literacy instruction to address needs. (LAP line 69)		
--	--	--	--	--

		- Use a diagnostic (TBD - possibly DIBLELS, San Diego Quick?) for level 2 Hawk Time students to identify appropriate placement & skills instruction; Provide small group instruction (Line 80) Develop a Progress Monitoring plan for Hawk Time level 2 (LAP line 76) Develop & Implement transition plan for going between level 1, 2, and 3 (ex. going from decoding to reading grade level text). Review data prior to start of each quarter to determine level changes. (LAP line 77) Provide opportunities for staff to view various levels of data collectively (district, school, grade level, etc.) to determine action steps for intervention based on data. (Line 105) Implement evidence-based intervention programs or resources within interventions blocks to address specific skill deficits identified through data. This targeted support aims to close achievement gaps among different student groups. Use Phonics for Reading or Code during ESOL and study skills, as appropriate; with the right progression (LAP line 72) 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.		
--	--	---	--	--

		Create (Math & Literacy) intervention walkthrough, focused on implementation fidelity of instructional routines that support literacy (LAP line 75) Accountable Lead :Academic Coaches Enabling Activity 3: Special education teachers will use curriculum based measures to progress monitor and support all students with IEPs. Specific Action: Students with high IEP needs will be provided a Study Skills class to support their learning and IEP goals. Special Education teachers will use CBM data to help design explicit instruction and specially designed instruction. Special Education teachers will receive coaching and professional development from the Kealakehe Complex Area on a regular basis. Special Education & Level 1 ESOL teachers will receive PD Phonics for Reading & CBMs (line 81) Accountable Lead: SPED and EL Dept Leads		
--	--	--	--	--

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>		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). Specific Actions: For incoming 6th graders: 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. Develop and implement transition activities that focus on building foundational literacy and numeracy skills necessary for the middle school curriculum. Create plan for intervention support via UPLINK before school, after school, and during intersessions to be more systematic and streamlined to progress monitor students (LAP Line 79) 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. For rising 9th graders:	Monitoring of Progress: Percent of elementary schools with transition activities for newly entering students. Percent of middle/intermediate schools with transition activities for students entering from elementary school and promoting to ninth grade. Student participation rates in orientation and summer bridge programs. Student feedback on the effectiveness of transition activities (e.g., surveys). Ninth-grade on-track promotion rates	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:UPLINK, \$50,000 ☐ Other:__, \$
---	--	---	---	--

		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. 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. 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". 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. Accountable Lead: UPLINK Coordinator, Student Activity Coordinator, Counselors. .	Data on students' sense of belonging and engagement during their first year of middle and high school	
--	--	--	---	--

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. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	Lack of consistent understanding around how to provide rigorous instruction for all - aligned to CFA results.	Implement and expand sheltered instruction strategies across all content areas through ongoing professional development and coaching for all teachers. Specific Actions: 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]. 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]. 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]. Determine program (e.g. Read180, Nat Geo) and scheduling for ESOL classes to support the development of reading, writing, speaking and listening across the content. (line 81) Accountable Leads: EL Coordinator, Academic Coaches	Monitoring of Progress: Hawk Walk Data, Sub group ELA data from screeners, CFAs, CSAs, SBA Interim Assessments Classroom Walkthrough Data: 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.	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$50,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	--	--	---	---

--	--	--	--	--

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	<i>Lack of consistent tier 1 and 2 behavioral instruction, Lack of consistent schoolwide behavior expectations (personal standards/honor code/integrity)</i>	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. Specific Actions: Refine Advisory Pacing Guide. Provide professional development on Advisory co-teaching. 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. Provide ongoing professional development for advisory teachers to confidently implement Tier 1 check-in and engagement strategies. Create and implement promotional campaigns for students and families that clearly communicate the	Monitoring of Progress: Percent of students attending 95% or more days of instruction, as targeted in the "Academic Plan SY 24-25 Kealakehe Intermediate School.pdf". 10% decrease in the percentage of chronically absent students by the end of May 2027, as measured from May 2026 chronically absent baseline.	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		importance and benefits of regular school attendance, aligning with the Department Action Items in the "2023-29-ImplementationPlan.pdf". Recognize and celebrate good and improved attendance at the classroom, grade, and school levels to reinforce positive attendance behaviors. 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). 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. 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". Partner with the school counselor and social worker to provide support and resources to students and families facing barriers to regular attendance. 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	Student responses on surveys (e.g., Panorama) related to their sense of belonging and school engagement (aligning with Critical Need 3). Qualitative data from student and family feedback on the effectiveness of attendance initiatives.	
--	--	---	--	--

		the "Academic Plan SY 24-25 Kealakehe Intermediate School.pdf". Accountable Lead: Grade Level Leads, Student Services Coordinator, School Counselors. .		
--	--	--	--	--

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	<i>Lack of consistent tier 1 and 2 behavioral instruction, Lack of consistent schoolwide behavior expectations (personal standards/honor code/integrity)</i>	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. Specific Actions: 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. Expand the Use of AVID WICOR Strategies: 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. 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.	Monitoring of Progress: Reduction in the number of student behavior referrals and incidents. Improvement in student responses on surveys (e.g., Panorama) related to positive behavior, school climate, and sense of belonging. Classroom walkthrough data indicating the implementation of SEL strategies and positive behavior supports. Feedback from students, parents/guardians, and staff regarding the school environment and student behavior	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
--	---	---	--	--

		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 Hawk Matrix and use it. Strengthen the Hawk Bucks Store and PBIS 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. 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. 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. 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. Accountable Lead: Grade Level Leads, AVID Lead, Student Services Coordinator, School Administration.	Attendance data as a secondary indicator of positive school engagement.	
--	--	--	--	--

		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.		
--	--	---	--	--

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	<i>Lack of consistent tier 1 and 2 behavioral instruction, Lack of consistent schoolwide behavior expectations (personal standards/honor code/integrity)</i>	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. Specific Actions: 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. 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. 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. 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>.	Monitoring of Progress: Increased integration of HĀ language and concepts in lesson plans and curriculum documents. Observations of classroom practices demonstrating the application of HĀ competencies. Student feedback on their learning experiences and connections to HĀ competencies. Results from the HĀ climate survey indicating a positive shift in the school environment related to HĀ.	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	---	---	--	--

		Explore opportunities to partner with community and government organizations to provide students with access to off-campus 'āina-based learning experiences. Provide teachers with resources and support to explicitly connect HĀ competencies to learning targets, instructional activities, and assessment practices in all subject areas. 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>. Recognize and celebrate students and staff who demonstrate the values and competencies of HĀ in their actions and work. 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. Accountable Lead: AVID Lead (due to WICOR alignment), Social Studies Department Lead (often connected to culture-based learning), Curriculum Coordinator, School Administration.	Documentation of 'āina-based learning activities and their alignment with curriculum.	
--	--	---	---	--

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>		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. Specific Actions: Enhance and Systematize Career Exploration: Expand upon the current approach in elective classes by intentionally mapping career exploration activities across all subject areas in grades 6-8, ensuring age-appropriateness and progression. Provide elective teachers with training, coaching, and resources to integrate career-related learning into their lessons, showcasing real-world applications of academic content and connections to various career pathways. Electives classes organize career speaker series, workshops, and field trips that expose students to a	Monitoring of Progress: Increased number of students participating in career exploration activities, such as workshops, speaker series, and field trips. Evidence of student engagement in civic learning activities, such as participation in discussions, debates, and school governance.	☐ WSF, \$ ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		diverse range of professions and industries, partnering with local employers, community organizations, and higher education institutions. Expand and Deepen Community Engagement: During Advisory, build upon the existing engagement in kuleana for 'āina on campus by creating additional opportunities for students to contribute to the school and the wider community. Design and Implement Active Civic Learning Experiences: Develop and incorporate instructional experiences that connect students with local and/or global real-world issues, encouraging critical thinking and problem-solving from a civic perspective. Examples: Science fair projects, electives huaka'i Encourage student participation in school governance and decision-making processes, fostering a sense of civic responsibility within the school community. Establish Partnerships and Leverage Resources: Strengthen existing partnerships with employers, community partners, military, and higher education institutions to expand opportunities for learning experiences. Actively seek grant funding, such as the Gear Up grant, to support and expand these career, community, and civic engagement initiatives.	Feedback from students, teachers, and community partners regarding the quality and impact of these experiences.	
--	--	---	--	--

		Integrate the specialized habits unique to the content area field to foster disciplinary literacy and support rigor. (LAP line 56) Accountable Lead: Electives Lead, Student Activity Coordinator, Community School Coordinator, Grade Level Leads, Counselors.		
--	--	--	--	--

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Lack of consistent understanding around how to provide rigorous instruction for all - aligned to CFA results.	Enabling Activity: 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. Specific Actions: 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. Cross-Curricular Collaboration: Science teachers will guide students in developing testable questions, designing and conducting investigations, collecting and analyzing data, and drawing conclusions. 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. 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. 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.	Monitoring of Progress: Increased student participation rates in the annual science fair. Qualitative data gathered from student surveys regarding their engagement and learning during the science fair process. Assessment of student research papers and presentations using established rubrics aligned across science, ELA, and math departments. Evidence of cross-curricular collaboration among teachers through lesson plans and team meeting minutes.	☐ WSF, \$ ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	--	--	---	--

		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. 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]. 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]. 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]. 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.	Potential longitudinal data on student performance in high school STEM courses and expressed interest in STEM careers.]	
--	--	---	--	--

		Accountable Lead(s): Science Department Lead, ELA Department Lead, Mathematics Department Lead, Academic Coach.		
--	--	---	--	--



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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
All teachers engaged in the PLC process	Lack of consistent understanding around how to provide rigorous instruction for all - aligned to CFA results.	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. Specific Actions: 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. (line 102)	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.	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Provide opportunities for teachers to share effective instructional strategies (e.g., vocabulary routines, comprehension activities, math intervention techniques) within their PLCs. Provide training for PLC facilitators to ensure meetings are focused and productive. Provide PD on the 4 PLC questions (cycle of learning) & RTI. Ensure there is balance of the 4 questions in PLCs to ensure 1. clear lesson goal & understanding of exemplar 2. rigorous CFAs 3. sharing of instructional strategies for reteach & 4. next steps. (line 103) NCTs support core PLCs to ensure implementation of tier 1 SOPs (LAP line 58) Align Common Formative Assessments to priority standards and SBA. This includes PD, modeling, exemplar and grade level and vertical alignment. (Line 91) Facilitate inter-rater reliability for CFAs in departments (line 104) Accountable Lead: Principal, Department Leads, Academic Coach. 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. Specific Actions:	100% of teachers will engage in PLC process on a weekly basis.	
--	--	---	---	--

		Provide individualized coaching and support to teachers on SOP for instruction & effective intervention delivery. (LAP line 74 & 115) Provide resources and differentiated training on specific intervention programs (e.g., Read180/Code, Phonics for Reading, evidence-based math programs). (LAP line 73) Support implementation of Read180 for level 2: Phase 2 focus on using Flex App to progress monitor & unpack specific lessons to strengthen literacy instruction (LAP line 70) Create plan for Hawk Time walkthrough, focused on implementation fidelity of instructional routines that support literacy (LAP line 75) Focus New Kumu Coaching on Teaching & Learning Cycle during Q1 (Lesson plan, observe, analyze data to adjust instruction) Focus for lessons include Management & Rigor (Explicit instruction SOP & Interventions) (line 118) Structured Literacy Academy for all teachers (line 119) Accountable Lead: Academic Coach, Intervention Specialists, Department Leads. Monitoring of Progress: Documentation of coaching sessions and mentoring activities, observation of	Monitoring of Progress: Teacher participation in professional development, classroom observations noting culturally responsive practices, student feedback on the inclusiveness of the learning environment. 100% of students will meet iReady stretch goals by third universal screener.	
--	--	---	---	--

		intervention implementation in classrooms, student progress data in intervention programs. 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) Specific Actions: Offer professional development workshops focused on cultural awareness, competence, and humility. Facilitate opportunities for teachers to learn about the diverse backgrounds and experiences of their students. Encourage the integration of culturally relevant materials and examples into instruction. (ex. Climate change in Micronesia, Pacific Islander Myths) Model teaching of SOP for all new teachers in classrooms quarterly; incorporate modeling into coaching cycles for all teachers, prioritizing need. (LAP line 57) MTSS triangulate walkthrough and student data to analyze quarterly during leadership team to determine PLC focus or PD needs (LAP line 59) Create individual teacher dashboard to monitor SOP implementation for analysis during coaching (LAP line 60)		
--	--	---	--	--

		Add PD to Kumu Monitoring Map. Create a year-long professional development plan (Staff PD, PLC PD, etc.) Review plan quarterly with leadership time to make adjustments based on data. (line 113-114) Create plan for ongoing support and coaching for all PDs: strategically plan who gets coaching & when; focus coaching on PD follow up to support SOPs (line 116) Accountable Lead: Student Services Coordinator, Principal. Anticipated Source of Funds: World School Fund (WSF), Title I, Title IV-A. Enabling Activity 4: Implement the Comprehensive School Literacy Grant to support literacy across the curriculum.		
--	--	---	--	--



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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>		Enabling Activity 1: Enhance communication with families regarding student academic progress and school improvement efforts, including data related to the identified critical needs. Specific Actions: 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. Create plan to inform and communicate with parents about interventions (e.g. SLCs or SBA reports) (LAP line 78)	Monitoring of Progress: Website analytics, attendance at parent events, parent survey data on communication effectiveness. Ensure Community School Coordinator sends out weekly school updates to all families using REMIND.	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

		Host parent information nights or workshops to explain student performance data (e.g., iReady results) and provide resources for supporting learning at home. Utilize multiple communication channels (e.g., email, newsletters, school social media) to share information and solicit feedback from families. Accountable Lead: Principal, Community School Coordinator.		
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)]		Enabling Activity 1: Hold monthly School Community Council meetings.	Monitoring of Progress: Website analytics, attendance at parent events, parent survey data on communication effectiveness. Increase family and student participation in SCC meetings to ensure full quorum for SCC meetings.	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____,

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

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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<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>		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. Specific Actions: Actively recruit and support diverse stakeholder representation, especially students and non DOE parents, on the SCC. Provide training for SCC members on their roles and responsibilities, the School Academic Plan, and school data. 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.	Monitoring of Progress: SCC membership records, SCC meeting agendas and minutes reflecting discussions on the Academic Plan, results of SCC self-assessment surveys	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☒ Other:____, \$

		SCC minutes are sent out on REMIND after every meeting to all school stakeholders and feeder schools. Accountable Lead: Principal, Community School Coordinator.		
--	--	--	--	--

★ Other Systems of Support

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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<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>		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. Specific Actions: Establish regular opportunities for staff meetings and discussions focused on providing input on school-wide initiatives. Utilize online surveys or feedback forms to gather staff perspectives on different aspects of school operations and the implementation of the Academic Plan. Ensure that staff feedback is considered in decision-making processes and that there is transparent communication about how feedback is used.	Monitoring of Progress: Participation rates in feedback opportunities, documentation of how staff feedback is used to inform decisions.	☒ WSF, \$1,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

		Ensure open communication between teachers and the teacher leadership team. Provide professional development for our leadership team to support in developing leadership skills and ability to facilitate PLCs. Accountable Lead: Principal, Leadership Team.		
--	--	--	--	--

APPENDIX A: School Community Council Assurances

Attachment B- SCC Assurances Form

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

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

A School Community Council Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Council Meeting: 4/13/2026

A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Council Meeting: 4/13/2026

Other (list) Examples: School Leadership Team, Curriculum Committee
School Safety Committee, School CSSS Cadre

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on:
Date 4/13/2026 ☒

Attested:

Janice Blaber
Typed name of school principal

[Signature]
Signature

4/13/26
Date ☐

Shonake Ontiveros
Typed name of SCC chairperson

[Signature]
Signature

04-13-26
Date ☒

Attachment B- SCC Assurances Form

SCC Recommendations to the Academic Plan and Financial Plan:

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

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
none		mahalo
none		mahalo
none		mahalo

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

APPENDIX B: 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](#).

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

Accurate

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

Yes

Bell Schedule: [Link to Bell Schedule](#)

Monday		Tuesday		Wednesday		Thursday		Friday	
8:30 - 8:35	Passing	8:30 - 8:35	Passing	8:30 - 8:35	Passing	8:30 - 8:35	Passing	8:30 - 8:35	Passing
8:35 - 9:05	Advisory	8:35 - 9:05	Advisory	8:35 - 8:50	Advisory	8:35 - 9:05	Advisory	8:35 - 9:05	Advisory
9:05 - 9:10	Passing	9:05 - 9:10	Passing	8:50 - 8:55	Passing	9:05 - 9:10	Passing	9:05 - 9:10	Passing
9:10 - 10:15	Period 1	9:10 - 10:15	Period 5	8:55 - 9:25	Period 1	9:10 - 10:15	Period 4	9:10 - 10:15	Hawk Time
10:15 - 10:30	Recess	10:15 - 10:30	Recess	9:25 - 9:30	Passing	10:15 - 10:30	Recess	10:15 - 10:30	Recess
10:30 - 10:35	Passing	10:30 - 10:35	Passing	9:30 - 10:00	Period 2	10:30 - 10:35	Passing	10:30 - 10:35	Passing
10:35 - 11:40	Period 2	10:35 - 11:40	Period 6	10:00 - 10:15	Recess	10:35 - 11:40	Period 3	10:35 - 11:40	Period 7
11:40 - 11:45	Passing	11:40 - 11:45	Passing	10:15 - 10:20	Passing	11:40 - 11:45	Passing	11:40 - 11:45	Passing
11:45 - 12:15	Lunch	11:45 - 12:15	Lunch	10:20 - 10:50	Period 3	11:45 - 12:15	Lunch	11:45 - 12:15	Lunch
12:15 - 12:20	Passing	12:15 - 12:20	Passing	10:50 - 10:55	Passing	12:15 - 12:20	Passing	12:15 - 12:20	Passing
12:20 - 1:25	Period 3	12:20 - 1:25	Period 7	10:55 - 11:25	Period 4	12:20 - 1:25	Period 2	12:20 - 1:25	Period 6
1:25 - 1:30	Passing	1:25 - 1:30	Passing	11:25 - 11:30	Passing	1:25 - 1:30	Passing	1:25 - 1:30	Passing
1:30 - 2:35	Period 4	1:30 - 2:35	Hawk Time	11:30 - 12:00	Lunch	1:30 - 2:35	Period 1	1:30 - 2:35	Period 5
2:35 - 3:30	Prep	2:35 - 3:30	Prep	12:00 - 12:05	Passing	2:35 - 3:30	Prep	2:35 - 3:30	Prep
				12:05 - 12:35	Period 5				
				12:35 - 12:40	Passing				
				12:40 - 1:10	Period 6				
				1:10 - 1:15	Passing				
				1:15 - 1:45	Period 7				