Lahaina Intermediate School
Academic Plan
SY 2025-2026

871 Lahainaluna Road
[808-662-3965]
https://www.lis.k12.hi.us/

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

Submitted by Principal Stacy Bookland	
Stacy Bookland	4/21/25

Approved by Complex Area Superintendent Rebecca Winkie	
Rebecca Winkie	04/23/2025

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

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> 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
6th	'20 Into Literature ⌄	6-8 Imagine Learning Illustrative Mat… ⌄	Teacher created based on NGSS	"World History: Ancient Civilizations" (2006) & "World History: Medieval and Early Modern Times" (2006) by McDougal Littell
7th	'20 Into Literature ⌄	6-8 Imagine Learning Illustrative Mat… ⌄	Teacher created based on NGSS	"History of the Hawaiian Kingdom" by Norris W. Potter, Lawrence M. Kasdon, and Ann Rayson & "Pacific Neighbors: The Islands of Micronesia, Melanesia, and Polynesia (Second Edition)" by Betty Dunford and Reilly Ridgell
8th	'20 Into Literature ⌄	6-8 Imagine Learning Illustrative Mat… ⌄	Teacher created based on NGSS	Creating America: A history of the US, Beginnings through Reconstruction, 2000- Textbook

				MacDougal Littel

Please list all <u>supplementary instructional materials</u> 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
6th	Beable iReady Reading Read180 **[ELL]**	iReady Math	BrainPOP Science, Ck12,, Gizmos (Explorelearning.com), Legends of Learning, Edpuzzle, DLNR Hawaii website, Quizziz, Blooket	Edpuzzle Blooket Kahoot Khan Academy
7th	Beable iReady Reading Read180 **[ELL]**	iReady Math	BrainPOP Science, Ck12, Gizmos (Explorelearning.com), Legends of Learning, DLNR Hawaii website, Generation Genius,Gimkit, Blooket	N/A
8th	Beable iReady Reading Read180 **[ELL]**	iReady Math Pre Algebra- HIDOE Alg 1	BrainPOP Science, Ck12, Gizmos (Explorelearning.com), Legends of Learning, Edpuzzle, Beable, DLNR Hawaii website, Blooket, Gimkit	Beable BrainPop iCivics

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 <u>screening and/or progress monitoring assessments</u> 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 6,7,8	I-Ready ⋅	I-Ready ⋅
Grades 6,7,8	Other: ⋅ Beable	Teacher Created ⋅

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

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

Year of <u>Last Visit</u>: [2023]   Year of <u>Next Action</u>: [25-26]   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ▾   Type of <u>Next Action</u>: Mid-Cycle Report & Visit ▾   [2028]

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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 need increased engagement by teachers expanding real world and integrated opportunities and being able to articulate the meaning of their assessment scores. **<u>Root/Contributing Cause:</u>** Staff determined this need based on self study. WASC additional critical area for follow up #2.
2	**<u>Student Need:</u>** Students need individual academic support including but not limited to CFA's, rubrics and reflections. **<u>Root/Contributing Cause:</u>** Staff determined during WASC self study they needed professional development, PLC, Department and House time to implement school wide common grading criteria and improve data collection, analysis, and using data to drive instruction. WASC additional critical area for follow up #3.
3	**<u>Student Need:</u>** Students need interaction to increase the amount of rigor being implemented in the classroom. **<u>Root/Contributing Cause:</u>** Staff determined during WASC self study they need professional development to utilize strategies such as interdisciplinary units to increase the rigor in class for student interactions.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** Students two or more grade levels below on iReady Reading **Identified Student Need(s):** TDB after each universal screening
2	**Targeted Subgroup:** Students two or more grade levels below on iReady Math **Identified Student Need(s):** TBD after each universal screening
3	**Targeted Subgroup:** **Identified Student Need(s):**

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* Reference the Identified School Needs section.	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and*** **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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.		N/A		☐ WSF, $ ☐ Title I, $ ☐ 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 <u>receive necessary and timely support</u> to become proficient.		Administer universal screener (iReady ELA) in the fall, winter and spring. After each diagnosis, ELA teachers will meet to create groups for intense intervention, enrichment and remediation. (Resources: Beable, iReady Reading Green tiles) Accountable Leads: Kathy Rutecki, DH for Math, Rose Baagoe, WASC/Title I lead, U'i Kuaana, Curriculum Coordinator and Administration WASC Critical #3 additional	The percentage of students not proficient will reduce by 5% each assessment	☐ WSF, $ ☑ Title I, $ ☐ 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.	Students are entering middle school below grade level	Administer universal screener (iReady Math) in the fall, winter and spring. After each diagnosis, Math teachers will meet to create groups for intense intervention, enrichment and remediation. Accountable Leads: Allie Schira, DH for Math, Rose Baagoe, WASC/Title I lead, U'i Kuaana, Curriculum Coordinator and Administration WASC Critical #3 additional	The percentage of students not proficient will reduce by 5% each assessment	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | Students are entering middle school showing below grade level academically | Students will take iReady ELA and Math diagnostic assessment three times a year. Teachers will meet to discuss students strengths and needs and create plans for student intervention. Teachers will enter plans in Panorama to monitor progress. $27,628.26 (Curriculum Associates iReady)

Beable-Career-Connected Literacy will be utilized by all students. $13,000

Gizmo Explore e learning and Brain POP for the science department will be utilized by all students. $2,293.00 + $7,194.83

Student, Parent and Teacher Conferences will be held to plan supports to ensure student success.

Accountable leads: U'i Kuaana/CC, Rose Cremona/WASC, Title I Coordinator, Department Heads and Grade Level Counselors

WASC #1, 2, 3, 5, 7, additional #1, 2,3 | Panorama interventions, PTC conferences | ☐ WSF, $
☑ Title I, $50,116.09
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	Two elementary schools feed into our school and they will be together for the next 7 years, 3 at LIS and 4 at LHS.	Counselors will take a small student team to visit the two elementary schools to present and share information to each 5th grade class about transitioning to middle school. Each elementary school will bring the incoming 6th graders for a tour of LIS campus led by students. LIS will offer a parent meeting in the evening for incoming 6th grade parents. 8th graders will participate in LHS orientation to determine pathways and 8th graders will tour LHS. Accountable Leads: Todd Hayase, Cindy Koyama, Ivy Navarro, Stacy Bookland WASC #1	Student and staff survey and feedback	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	March 2025 69% are on track, 25% at risk and 7% critical	Quarterly award assemblies for students with perfect attendance, certificate and published school e-blasts Follow our school attendance policy, 5 absences the counselor calls home, 10 absences at letter is sent home, 15 absences a parent meeting is arranged and at 20 absences a referral to family court by Admin. Personalized notes home from the Teachers Accountable leads: Grade level counselors and admin WASC #1, #7	Monthly attendance monitoring and meetings with counselors and admin	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	Supporting students during their second largest growth spurt.	Social and emotional learning in our Laulima classes to educate and support student growth. (Character Strong, Ke Ali'i Awards, Renaissance Program, Wayfinder) Confirm our Behavior Matrix with staff and teach students the expectations. Character values of the month will be discussed on broadcast and our Laulima lessons will be aligned to the values. Quarterly data shared to all stakeholders on referrals to the office. Go Guardian to monitor appropriate student use of technology will be utilized by teachers and Admin.$3,801.47 Accountable Leads: U'i Kuaana, CC and LIS Admin WASC #7		☐ WSF, $ ☑ Title I, $3,801.47 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.3. All students experience a Nā Hopena A'o environment for learning. *Required for all schools.*	For students to understand the skills and dispositions rooted in Hawai'i culture	Staff and students will identify and create lessons to incorporate the framework within our Laulima classes. Students will create expectations for contribution to success. Staff will align our values of the month with the Nā Hopena A'o framework. Accountable Leads: U'i Kuaana/CC, DH's and Admin		☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Middle school students should have the opportunity to explore career community and civic opportunities.	Elective classes for college, career and citizenship opportunities. Students will have the opportunity through our Renaissance program for quarterly community service Professional development on Climb HI for staff to incorporate more in their content for grade levels Accountable leads: Fine Arts team and Counselors WASC#2,3,7		☑ WSF, $10,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.				☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.3.3. All students graduate high school with a personal plan for their future.				☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)				☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	Required and accountability	SCC meetings will be held the first Wednesday of each quarter in the school library at 3pm.		☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)				☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)				☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section (HRS) 302A-251, as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Lahaina Intermediate current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)	1,056 instructional hours
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, for our Waiver Days-aligned with complex area (4 days approved-24 hours total)
Bell Schedule: link to LIS 25-26 Bell Schedule	