



Lokelani Intermediate School

Academic Plan

SY 2025-2026

1401 Liloa Drive Kihei HI 96753
(808) 727-3300
[Lokelani Website](#)

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

Submitted by Principal [Francoise Bell]	
	[4/14/2025]

Approved by Complex Area Superintendent [Lori Yatsushiro]	
	[4/14/2025]

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Grade 6	'23 CommonLit 360 6-8 -	6-8 Imagine Learning Illustrative Mat... -	SAVVAS	SAVVAS
Grade 7	'23 CommonLit 360 6-8 -	6-8 Imagine Learning Illustrative Mat... -	SAVVAS	Bess Press
Grade 8	'23 CommonLit 360 6-8 -	6-8 Imagine Learning Illustrative Mat... -	SAVVAS	SAVVAS

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☐ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 6 ELA and Math	STAR Enterprise ▾	STAR Enterprise ▾
Grade 7 ELA and Math	STAR Enterprise ▾	STAR Enterprise ▾
Grade 8 ELA and Math	STAR Enterprise ▾	STAR Enterprise ▾

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) [Lokelani Intermediate School CNA Report SY '25-'26](#) (SW1)
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Year of Next Action: 2027

Year of Next Self-Study:

Type of Last Visit: Mid-Cycle Report & Visit -

Type of Next Action: Full Self-Study -

2027

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

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

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

1	<p><u>Student Need:</u> Meet the achievement increase outlined in the Superintendent Strategic Plan in Math, Science, and Language Arts (ELA) 2029 target in ELA is 57.39%, with a 3.06% average annual % increase each year to meet that target 2029 target in Math is 28.42%, with a 1.28% average annual % increase each year to meet that target 2029 target in Science is 28.13%, with a 2.57% average annual % increase each year to meet that target</p> <p><u>Root/Contributing Cause:</u> 1 A) Lack of data teams and dedicated team planning time (note: SY '25-'26 Teaming will be implemented into new Master Schedule) 1 B) Standards-based curriculum, instruction, assessment, and grading practices are inconsistent and levels of implementation vary 1 C) Not all teachers use the STAR Renaissance Student Report for Instructional Planning</p>
2	<p><u>Student Need:</u> Implement a Writing Screener (1 at the beginning and 1 at the end of the school year to determine writing growth)</p> <p><u>Root/Contributing Cause:</u> 2 A) Lack of data does not allow teachers to plan targeted instruction effectively 2 B) 3 universal screeners will provide more accurate and comprehensive data</p>

	2 C) Not enough support across all core classes in writing curriculum/journal
3	<p><u>Student Need:</u> Provide a positive and supportive school culture and climate that addresses the total well being of all students. Also include a consistent advisory period and SEL programs that focus more on student interactions and for students to learn SEL practices. Increase extracurricular & club options on campus for students.</p> <p><u>Root/Contributing Cause:</u> 3 A) Student Perceptions and concerns from Panorama SEL Data and CNA Data (SW1)</p>

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1	<p><u>Targeted Subgroup:</u> English Learners + Exits</p> <p><u>Identified Student Need(s):</u> Decrease achievement gap in Language Arts, Math, and Science</p>
2	<p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u> Decrease achievement gap in Language Arts, Math, Science</p>
3	<p><u>Targeted Subgroup:</u> Pacific Islanders</p> <p><u>Identified Student Need(s):</u> Decrease achievement gap in Language Arts, Math, Science</p>



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>
Language Arts Proficiency 1.1.1 All students read and write proficiently by the end of eight grade, and those who do not will receive necessary and timely support to become proficien	Students need consistent implementation of Standards Based ELA curriculum, instruction, and assessment	1.1.1.1 Integrate Comprehensive Instructional Program such and Common Lit and Continental Press - EL Education along with an after school program integration of Magic School AI for ELL differentiation. (SW6i) 1.1.1.2 Resources for ELL and Special Needs students are embedded in the program (SW6i) 1.1.1.3 ELA Teachers will seek PD opportunities to effectively implement curriculum, instruction, and assessment 1.1.1. 2 PLC Planning Period for teachers (2x per week) - Departments to further analyze data from the Standardized State Assessments and other universal screeners to set target goals to increase Student Proficiency in Language Arts, Math, and Science	STAR Universal Screener- implement 3 times a year SBA Data CNA Data WIDA Access Test	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$

		<p>1.1.1.5 Teacher Training on how to use the Star Renaissance Student Report for Targeted Instructional Planning</p> <p>1.1.1.6 ELA Department/PLC led meetings to identify students who may need extra support like Reading Workshop along with clear communication on how to recommend students for reading workshops. (SW6ii)</p> <p>1.1.1.7 For targeted students who are not meeting reading proficiency we provide a reading resource class that uses Third Quest to provide explicit and systematic reading instruction for foundational skills as well as vocabulary and comprehension support. (SW6ii)</p> <p>1.1.1.8 EL Teacher Support with clear communication with the ELA department on how to implement and support ELL students.</p> <p>1.1.1.9 Mock Test Days to celebrate and embrace SBA's</p> <p>1.1.1.10 - Utilize the most updated Common Core State Standards and Revisions for Reading - CommonLit Standards revision</p> <p>1.1.1.11 - Implement a Universal Screener for writing (2x per year)</p> <p>1.1.1.12 - Access to Chromebooks for all students</p> <p>Accountable leads: ELA Data Team / Leadership Team Steering Committee</p>		
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<p>Mathematics Proficiency</p> <p>1.1.2 All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>Students need consistent implementation of Standards Based Math curriculum, instruction, and assessment</p>	<p>1.1.2.1 Implement new Comprehensive Instructional Program -Imagine Learning - Illustrative Math Resources for ELL and Special Needs students are embedded in the program</p> <p>1.1.2.2 Math Teachers will seek PD opportunities to effectively implement curriculum, instruction, and assessment</p> <p>1.1.2.3 PLC Planning Period for department teachers (2x per week) - Departments to further analyze data from the Standardized State Assessments and other universal screeners to set target goals to increase Student Proficiency in Language Arts, Math, and Science</p> <p>1.1.2.4 Teacher Training on how to use the Star Renaissance Student Report for Targeted Instructional Planning</p> <p>1.1.2.5 Math team will identify students who may need extra support like Math Workshop or EL support</p> <p>1.1.2.6 Mock Test Days to celebrate and embrace the SBA's</p> <p>1.1.2.7 Math PLC (BTC Hui)</p> <p>1.1.2.8 - Access to Chromebooks for all students</p> <p>1.1.2.9 - Math team continue to work on strategies to improve reading and writing proficiency</p>	<p>STAR Universal Screener- implement 3 times a year</p> <p>SBA Data</p> <p>CNA Data</p> <p>Math PLC (BTC Hui)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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		Accountable leads: Math Data Team / Leadership Team Steering Committee (SW2)		
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<p>Science Proficiency 1.1.5 All students are proficient in Science by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>Students need consistent implementation of Standards Based Science curriculum, instruction, and assessment</p>	<p>1.1.5.1 Implement Elevate Science and Savvas Curriculum with embedded resources for special needs students</p> <p>1.1.5.2 Science Teachers will go through a self paced online training on how to effectively implement curriculum, instruction, and assessment.</p> <p>1.1.5.3 PLC Planning Period for department teachers (2x per week) - Departments to further analyze data from the Standardized State Assessments and other universal screeners to set target goals to increase Student Proficiency in Language Arts, Math, and Science</p> <p>1.1.5.3 Teacher Training on how to use the Star Renaissance Student Report for Targeted Instructional Planning</p> <p>1.1.5.4 Science team continue to work on strategies to improve reading and writing proficiency</p> <p>1.1.5.5 EL teacher support</p> <p>1.1.5.6 Mock Test Days to celebrate and embrace the SBA's</p> <p>1.1.5.7 -Access to Chromebooks for all students</p> <p>Accountable leads: Science Data Team / Leadership Team / Steering Committee</p>	<p>STAR Universal Screener- implement 3 times a year</p> <p>SBA Data</p> <p>CNA Data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>Comprehensive Needs Assessment show a disparity between all students groups and subgroups proficiency levels</p>	<p>1.1.3.1 Implement new comprehensive instructional programs for ELA and Math with in-person and professional training support from Imagine Learning to ensure teachers can effectively implement curriculum, instruction, and assessments to all students.</p> <p>1.1.3.2 Resources for ELL and Special Needs students are embedded in the program</p> <p>1.1.3.3 Teacher Training on how to use the Star Renaissance Student Report for Instructional Planning</p> <p>1.1.3.4 <input checked="" type="checkbox"/> 24-25 Lokelani BKKM Comprehensive EL Plan (rev....</p> <p>1.1.3.5 The development of teams will foster the development of IDUs which will give students more opportunities to do hands-on projects with real world applications and incorporating student interest, collaboration, and peer feedback</p> <p>Accountable Leads - ALL Data Teams / Leadership Team / Steering Committee (SW2)</p>	<p>STAR Universal Screener- implement 3 times a year</p> <p>SBA Data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>Successful student transitions will help student achievement and provide better opportunities for positive relationships with teachers and peers</p>	<p>1.1.4.1 Orientation Day for 5th graders from both feeder schools to visit our campus on guided tours led by our Leadership students</p> <p>1.1.4.2 Summer Enrichment Program for 5th graders</p> <p>1.1.4.3 Math Collaborative Planning in our Complex Area</p> <p>1.1.4.4 8th grade Transition Day to Kulanihako'i</p> <p>1.1.4.5 8th grade banquet and Matriculation</p> <p>Accountable Lead - SAC Student Activities Coordinator</p>	<p>Surveys: SQS SEL SBA Panorama STAR</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>

★ **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>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Students need to feel safe at school and want to learn</p>	<p>1.2.1.1 Use data from SQS and SEL Survey to address students' needs and provide the necessary changes and supports.</p> <p>1.2.1.2 Utilize Panorama for data and intervention strategies</p> <p>1.2.1.3 More Clubs</p> <p>1.2.1.4 Monthly Student Spotlight</p> <p>1.2.1.5 Utilize Structured SEL/Character Ed Program i.e. Choose Love, Character Strong, Second Step, PBIS</p> <p>1.2.1.6 Introduce Advisory Period in the schedule as well as Split lunches for each grade level</p> <p>Accountable Leads - Leadership Team / Steering Committee</p>	<p>Panorama</p> <p>Annual Surveys: SQS SEL</p> <p>Character Ed</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Student positive behavior allows for a nurturing and conducive environment for learning both in and out of the classroom.</p>	<p>1.2.2.1 Online Infinite Campus Referral Program to Administration allows for addressing and monitoring student behavior as well as providing data and communication to teachers and staff (SW6iiiIII)</p> <p>1.2.2.2 Utilize Panorama to access and address student behaviors both positive and negative. Implement intervention Strategies. (SW6iiiIII)</p> <p>1.2.2.3 Panorama also supports the RTI/HMTSS (SW6iiiIII)</p> <p>1.2.2.4 Monthly Student Spotlight</p> <p>1.2.2.5 PBIS Pink ticket program</p> <p>Accountable Leads - Administration</p>	<p>Online Infinite Campus Referral Program</p> <p>Panorama</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Students need to learn skills, behaviors, and dispositions that honors the qualities and values of the indigenous language and culture of Hawaii</p>	<p>1.2.3.1 Partnership with Maui Hui'au and the Office of Hawaiian Education to provide teachers with Professional Development trainings yearly as well as in-classroom support and field trip planning with teachers. OHE and the 'Aina Aloha foundation to provide funding for teacher training and field trip expenses for students</p> <p>Accountable Lead - Curriculum Coordinator</p>	<p>PD training tasks and outcomes</p> <p>Field Trip Presentations</p> <p>Pre and Post 'Aina Aloha competency Survey for teachers and students</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: __\$10,000_ OHE</p>

<p>1.2.4 All students will be given an opportunity to participate in a variety of student activities both during school and afterschool hours</p>	<p>Panorama SEL Survey Data</p>	<p>1.2.4.1 Continue and further develop the Sports Intramural program during recess (SW6iiil)</p> <p>1.2.4.2 Keep expanding the options for students to participate in clubs during recess and after school (Robotics, STEM, Leadership, Coding, Robotics, Math Counts, Game Design, Gardening etc) (SW6iiil)</p> <p>Accountable Lead - Student Activities Coordinator</p>	<p>Panorama SEL Survey Data</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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★ **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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Increase opportunities for students to participate in leadership, career, community, and civic opportunities</p>	<p>1.3.1.1 Leadership Students to participate in Career Explorations and Leadership training. (SW6iiiII)</p> <p>1.3.1.2 Teachers to receive CLIMBHI training for accessing resources</p> <p>1.3.1.3 Increase choices in elective courses to allow for career development and community and civic opportunities (SW6iiiII)</p> <p>1.3.1.4 Career Day Opportunities (SW6iiiII)</p> <p>Accountable Lead - Elective team / Leadership Team / Steering Committee</p>	<p>Surveys - Student, teacher, community participant</p> <p>Reflections - Student, teacher, community participant</p> <p>Activities and Lessons</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

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.	Alignment to state strategic plan Need an increase in communication with complex high school	1.3.2.1 Utilize Complex Days to plan with Kulanihakoi to increase communication and provide classes, coursework, and opportunities between grades 6th-8th grade that will support transitions to 9th grade career pathways Accountable Lead - Leadership Team	Formative assessment data Student Survey	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
1.3.3. All students graduate high school with a personal plan for their future.	N/A	N/A	N/A	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __ \$ <input type="checkbox"/> Other: __ \$ </p>
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Priority 2 High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> 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>
Provide highly qualified teachers in every classroom and effective support staff and Administration	Student achievement will increase if we can provide a high-quality educator workforce	Retaining and recruiting highly-qualified teachers, staff members and Administration. (SW6iiiIV) New staff support (Induction and Mentoring Program, Continue once per week meetings with all new teachers and Admin) Recruit teachers from the Philippines to fill any shortage. Dedicated professional development for teachers new to the country/state. (SW6iiiIV) Accountable Lead - Principal	Comprehensive Needs Assessment Data	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <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>	School Community Councils are an important part of our decision making process which includes the principal, parents, staff, teachers, students, and community members to improve student achievement	3.3.1.1 Monthly Meetings with set Agenda and Action Items 3.3.1.2 Clear communication with all SCC members, Teachers, Staff, and the Principal 3.3.1.3 Increase parent involvement in planning and implementing academic improvements 3.3.1.4 Monitor, Review and Revise Academic Plan as necessary based on Student Needs (SW3) Accountable Leads - Principal and Curriculum Coordinator	Agenda and meeting minutes are shared with members Action items are implemented throughout the school year	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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.
Continue and further develop our Family Resource Center on Campus	To provide a resource center where families can get support in parenting, job searching, and ELL support	<p>The Family Resource Center will be staffed by our PCNC, ELL teacher, and a Staff member who are going through a series of trainings to be able to provide the many different supports for our families including a website with our Academic Plan and other important school documents. (SW4)</p> <p>Family Resource Center opened SY'24-25 and was a huge success. Continue to develop our resources and programs by partnering with outside organizations and non-profits (SW5)</p> <p>Further establish partnership with MALama I Ke Ola at their School Based Health Center on Kihei Elementary's campus (SW5)</p> <p>Through the new family resource center create a parent advisory board to Increase parent involvement in planning and implementing academic improvements (SW2)</p> <p>Accountable Leads - PCNC, ELL teacher, SCC, CC</p>	Annual Surveys: SQS FRC survey	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	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> Estimate the additional amount needed to execute the enabling activity.
Technology Equipment upgrade Provide complete class sets of chromebooks by replacing broken or unfixable ones	We are implementing A schoolwide test taking approach for our SBA and STAR Assessments	Stricter focus on Inventory of all student chromebooks to minimize the financial burden every year in having to purchase hundreds of new chromebooks. Request to Administration what funding can be used to purchase new chromebooks if needed. New chromebook "checkout" policy will be implemented to limit the amount of damaged or lost chromebooks. Accountable Lead -Tech. Coordinator	Number of new chromebooks needed and funding available	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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 Lokelani Intermediate School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,209
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Did your school submit a SCC Waiver Request Form? Please explain.	Yes
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Bell Schedule:  2023-2024 Lokelani Bell Schedules
