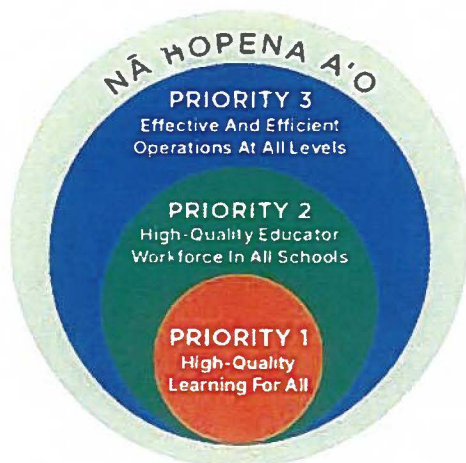




Lokelani Intermediate School

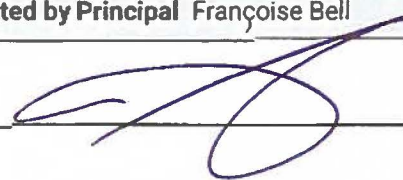
Academic Plan

SY 2026-2027

1401 Liloa Drive Kihei HI 96753
(808) 727-3300

[Lokelani Website](#)

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Françoise Bell	
	Mar 31, 2026

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/7/26

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

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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 ▾	Imagine Learning Illustrative Mathe... ▾	SAVVAS	SAVVAS
Grade 7	'23 CommonLit 360 6-8 ▾	Imagine Learning Illustrative Mathe... ▾	SAVVAS	Bess Press
Grade 8	'23 CommonLit 360 6-8 ▾	Imagine Learning Illustrative Mathe... ▾	SAVVAS	SAVVAS

Please list all **supplementary instructional materials** used to 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

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 ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement. SW1

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

Year of Last Visit: 2025

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

Year of Next Action: 2027

Type of Next Action: Full Self-Study -

Year of Next 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	<u>Student Need:</u> Students need to learn how to cite evidence and organize their ideas in order to create a multi-paragraph response to any given prompt. <u>Root/Contributing Cause:</u> Students are not used to structuring a multi-paragraph response • Students struggle with identifying evidence to support their claims • There is a lack of consistency in implementing a writing strategy across grade levels • Students need sentence stems, graphic organizers, and practices in scaffolding • Students need to practice breaking down a prompt
2	<u>Student Need:</u> Students need to learn how to simplify algebraic expressions in order to solve multi-step equations or finding equivalent expressions.

	<u>Root/Contributing Cause:</u> Students need help transitioning from arithmetic to algebraic symbols. • Students need help with algebraic terms and definitions • Students need more practice in order of operation rules
3	<u>Student Need:</u> Students need to feel connected to the school to increase their sense of belonging. <u>Root/Contributing Cause:</u> Not connecting to a trusted adult • Not feeling a supportive environment • Not feeling success at school • Student Perceptions and concerns from Panorama SEL Data and CNA Data (SW1)

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



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>	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 for enabling activities.
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 proficient	Students need consistent implementation of Standards Based ELA curriculum, instruction, and assessment	1.1.1.1 Integrate Comprehensive Instructional Program Common Lit (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 - 10/06/25 whole day training for new ELA standards. 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 1.1.1.4 Summer School Credit Recovery and Enrichment Programs to increase student proficiency in Language Arts.	STAR Universal Screener- 3 times a year SBA Data SBA Interim Assessments CNA Data WIDA Access Test	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		1.1.1.5 Teacher Training on how to use the Star Renaissance Student Report for Targeted Instructional Planning 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) 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) 1.1.1.8 EL Teacher Support with clear communication with the ELA department on how to implement and support ELL students. 1.1.1.9 Mock Test Days to celebrate and embrace SBA's 1.1.1.10 - Utilize the most updated Common Core State Standards and Revisions for Reading - CommonLit Standards revision 1.1.1.11 - Implement a Universal Screener for writing (2x per year) 1.1.1.12 - Access to Chromebooks for all students		
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Mathematics Proficiency 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.	Students need consistent implementation of Standards Based Math curriculum, instruction, and assessment	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 1.1.2.2 Math Teachers will seek PD opportunities to effectively implement curriculum, instruction, and assessment 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 1.1.2.4 Teacher Training on how to use the Star Renaissance Student Report for Targeted Instructional Planning 1.1.2.5 Math team will identify students who may need extra support like Math Workshop or EL support 1.1.2.6 Mock Test Days to celebrate and embrace the SBA's 1.1.2.7 Math PLC (BTC Hui) 1.1.2.8 - Access to Chromebooks for all students 1.1.2.9 - Math team continue to work on strategies to improve reading and writing proficiency 1.1.3 - Summer School Credit Recovery and Enrichment Programs to increase student proficiency in Math Accountable leads: Math Team (SW2)	STAR Universal Screener- 3 times a year SBA Data SBA Interim Assessments CNA Data Math PLC (BTC Hui)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Science Proficiency 1.1.3 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.	Students need consistent implementation of Standards Based Science curriculum, instruction, and assessment	1.1.3.1 Implement Elevate Science and Savvas Curriculum with embedded resources for special needs students 1.1.3.2 Science Teachers will go through a self paced online training on how to effectively implement curriculum, instruction, and assessment. 1.1.3.3 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 1.1.3.4 Teacher Training on how to use the Star Renaissance Student Report for Targeted Instructional Planning 1.1.3.5 Science team continue to work on strategies to improve reading and writing proficiency 1.1.3.6 EL teacher support 1.1.3.7 Mock Test Days to celebrate and embrace the SBA's 1.1.3.8 -Access to Chromebooks for all students 1.1.3.9 - Summer School Credit Recovery and Enrichment Programs to increase student proficiency in Science. Accountable leads: Science Team / Leadership Team	STAR Universal Screener- implement 3 times a year SBA Data SBA Interims CNA Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Comprehensive Needs Assessment show a disparity between all students groups and subgroups proficiency levels	1.1.4.1 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. 1.1.4.2 Resources for ELL and Special Needs students are embedded in the program 1.1.4.3 Teacher Training on how to use the Star Renaissance Student Report for Instructional Planning 1.1.4.4 BKKM - Lokelani EL Comprehensive Plan 1.1.4.5 The development of PLC's 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 Accountable Leads - ALL Data Teams / Leadership Team/ EL Director / PLC's	STAR Universal Screener- 3 times a year SBA Data SBA Interim	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Successful student transitions will help student achievement and provide better opportunities for positive relationships with teachers and peers	1.1.5.1 Orientation Day for 5th graders from both feeder schools to visit our campus on guided tours led by our Leadership students 1.1.5.2 Summer Enrichment Program for 5th graders 1.1.5.3 Math Collaborative Planning in our Complex Area 1.1.5.4 8th grade Transition Day to Kulanihako'i 1.1.5.5 8th grade banquet and Matriculation Accountable Lead - SAC Student Activities Coordinator	Surveys: SQS SEL - Panorama STAR data SBA data	☒ 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?"	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 for enabling activities.
1.2.1. All students desire to and attend school regularly.	Students need to feel safe at school and want to learn	1.2.1.1 Use data from SQS and SEL Survey to address students' needs and provide the necessary changes and supports. 1.2.1.2 Utilize Panorama for data and intervention strategies 1.2.1.3 Offer more Clubs 1.2.1.4 Monthly Student Spotlight 1.2.1.5 Continue to build Structured SEL/Character Ed Program i.e. Choose Love, Character Strong, Second Step, PBIS 1.2.1.6 Introduce Advisory Period in the schedule that is separate from homeroom to do SEL activities like our current Wayfinder Program Accountable Leads - Grade Level, Leadership Team	Panorama Annual Surveys: SQS SEL Character Ed	☒ 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.		1.2.2.1 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) 1.2.2.2 Utilize Panorama to access and address student behaviors both positive and negative. Implement intervention Strategies. (SW6iiiIII) 1.2.2.3 Panorama also supports the RTI/HMTSS (SW6iiiIII) 1.2.2.4 Monthly Student Spotlight 1.2.2.5 PBIS Pink ticket program Accountable Leads - Administration, PLC's, SAC	Infinite Campus Referral Program Panorama	☒ WSF, \$ ☐ Title I, \$ ☐ 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.	Students need to learn skills, behaviors, and dispositions that honors the qualities and values of the indigenous language and culture of Hawaii	1.2.3.1 Continue yearly partnership with Maui Huliau and the Office of Hawaiian Education to provide teachers with ongoing Professional Development training 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. Accountable Lead - Curriculum Coordinator	PD training tasks and outcomes Field Trip Presentations Pre and Post 'Aina Aloha competency Surveys Teachers attend and present to other schools our Aina Aloha Activities	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: \$15,000 ☐ Other: __, \$

1.2.4 All students will be given an opportunity to participate in a variety of student activities both during school and afterschool hours	Panorama SEL Survey Data	1.2.4.1 Further develop the Sports Activities during recess (SW6iiil) 1.2.4.2 Keep expanding the options for students to participate in clubs during recess and after school (Robotics, STEM, Leadership, Coding, Math Counts, Game Design, etc) (SW6iiil) Accountable Lead - Student Activities Coordinator	Panorama SEL Survey Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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 for enabling activities.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Increase opportunities for students to participate in leadership, career, community, and civic opportunities]	1.3.1.1 Leadership Students to participate in Career Explorations and Leadership training. (SW6iiill) 1.3.1.2 Teachers to utilize Maui Huliau's Resources and community networks to provide these experiences in career, community, and civic opportunities 1.3.1.3 Increase choices in elective courses to allow for career development and community and civic opportunities (SW6iiill) 1.3.1.4 Career Day Opportunities (SW6iiill) Accountable Lead - SAC	Surveys - Student, teacher, community participant Reflections - Student, teacher, community participant Activities and Lessons	☒ WSF, \$ ☐ 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.	Alignment to state strategic plan Increase collaboration 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	☒ 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.	N/A	N/A	N/A	☐ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</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 for enabling activities.</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 international teachers to fill any shortage. Dedicated professional development for teachers new to the country/state. (SW6iiiIV) Accountable Lead - Principal	Comprehensive Needs Assessment Data	☒ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</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 for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	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	☒ 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?"	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 for enabling activities.
Continue and further develop our Family Resource Center on Campus	To provide a Family Resource Center where families can get support in parenting, job searching, and ELL	The Family Resource Center will be staffed by our PCNC, ELL teacher, and a Staff member who are going through a series of training 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) Family Resource Center opened SY'24-'25 We will continue to develop our resources and programs by partnering with outside organizations and non-profits (SW5) Continue partnership with our onsite MALama I Ke Ola program (SW5) Through the new family resource center create a parent advisory board to Increase parent involvement in planning and implementing academic improvements (SW2) Accountable Leads - PCNC, ELL teacher	Annual Surveys: SQS FRC survey	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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>	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 for enabling activities.</i>
Technology Equipment upgrade <i>Provide all students with access to chromebooks and other technology equipment to enhance their learning</i>	SBA and STAR Assessments require chromebooks year round Panorama surveys are done in all homeroom classes 2-3 times per year	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. chromebook "checkout" policy will be implemented if students need to take it home for specific individual needs and this has to be approved by the Principal Accountable Lead -Tech. Coordinator, Inventory Clerk, Principal	Number of new chromebooks needed and amount of funding spent Inventory checks throughout the year	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

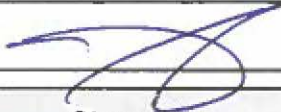
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

The **Lokelani Intermediate School** 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 on **Jan 30, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 27, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
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: **Feb 27, 2026**

Attested:

Lokelani Intermediate School Principal	Signature	Date
Francoise Bell		Mar 31, 2026
SCC Chairperson	Signature	Date

BJ Medeiros	<i>BJ Medeiros</i>	Mar 31, 2026
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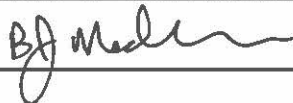
SCC Recommendations to the Academic Plan and Financial Plan:

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:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
BJ Medeiros		Mar 31, 2026

APPENDIX B: 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.**

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1088
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Lokelani Intermediate School Bell Schedule: Lokelani Bell Schedule 2026-2027	

