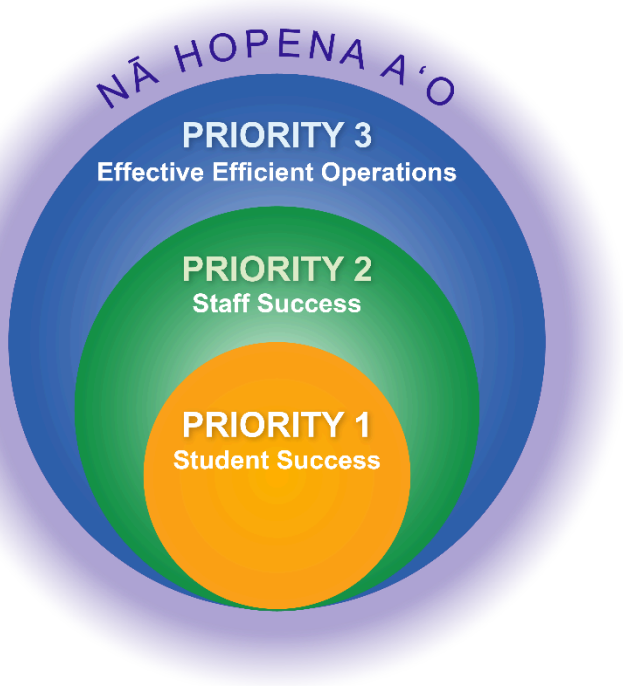

Lahaina Intermediate School
Academic Plan
SY 2024-2025

871 Lahainaluna Road
808-662-3965
*www.lis.k12.hi.us

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

Submitted by Principal Stacy Bookland	
Stacy Bookland	4/10/24

Approved by Complex Area Superintendent Rebecca Winkie	
[Insert signature]	[Insert date]

VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
6th	Houghton Mifflin Harcourt Achieve 3000 Accelerated Reader iReady Green Tiles Brainpop Kahoot Read 180	Illustrative Math Imagine Learning Prodigy Khan Academy iReady Math Quizz iz Blooket Kahoot Desmos	Gizmo BrainPop Science Legends of Learning Blooket Achieve3000 Socrative Quizizz Code.org	Achieve3000 Flocabulary Brain Pop Khan Academy Kahoot Textbook Newsela Flip (formerly known as "Flip Grid")
7th	Houghton Mifflin Harcourt Achieve 3000 Accelerated Reader iReady Green Tiles Brainpop Kahoot Read 180	Illustrative Math Imagine Learning	Gizmo BrainPop Science Legends of Learning Generation Genius CK12 Blooket Generation Genius Khan Academy Achieve3000 Quizizz Code.org	Achieve3000 Textbook Quizizz Code.org

8th	Houghton Mifflin Harcourt Achieve 3000 Accelerated Reader iReady Green Tiles Brainpop Kahoot Read 180	Illustrative Math Imagine Learning ALGEBRA- HIDOE Alg 1 curriculum	Gizmo 6-8 Khan Academy BrainPop Science Legends of Learning Generation Genius CK12 Blooket Actively Learn Achieve3000 Quizizz Code.org	Achieve3000 Textbook iCivics

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics	
Grade 6-8	iReady	iReady	
Grade 6-8	Achieve 3000	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(s) for those needs and gaps, as identified in one or more of the following:

- ☐ Current Comprehensive Needs Assessment (CNA)
- ☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
  Last Full Self-Study: 2023], Next Full Self-Study: 2028
- ☐ Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) 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?"*

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	**Student Need:** Reading information text with rigor and real-world integration **Root/Contributing cause(s):** Lack of critical thinking skills, identifying text features, being exposed to non fiction
2	**Student Need:** Social Emotional Learning **Root/Contributing cause(s):** Students are experiencing their second largest growth spurt, surviving a traumatic event, and historic pandemic
3	**Student Need:** Vocabulary, Academic Terminology, engagement **Root/Contributing cause(s):** Lack of reading, academic apathy

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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	**Targeted Subgroup:** Students two or more grade levels below on iReady Reading **Identified Student Need(s):** TBD after each universal screening
2	**Targeted Subgroup:** Students two or more grade level 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 Outcomes *"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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please 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 provided necessary and timely support to develop foundational skills for learning.	N/A	N/A	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 receive necessary and timely support to become proficient.	N/A	N/A	N/A	☐ 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 receive necessary and timely support to become proficient.	Students are entering middle school grade levels behind *bell schedule change so we see kids more *new curriculum	Universal screener will be administered 3x a year. After each diagnosis, teachers will meet to create groups for intense intervention, enrichment and remediation. After school intervention (Learning Lab) and possibly invitational school breaks interventions (fall, winter, spring, summer) TBD **Accountable Leads**: Kathy Ruteck, DH for ELA and Allie Schira, DH for Math, Rose Baagoe (WASC/Title I Lead) for Learning Lab	The % of the students not proficient will reduce by 5%.	☑ 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 be grouped and identified by academic needs based on universal screener completed three times a year. Parent Teacher Conferences (PTC) will be held and a plan created for support to ensure students success **Accountable Leads**: U'i Kuaana/CC, Rose Baagoe/WASC Title I Lead, Department Heads and grade level Counselors	The number of PTC held and plans created for student support	☐ WSF, $ ☐ Title I, $ ☐ 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 classmates for 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 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 pathways to determine classes 8th graders will tour LHS **Accountable Leads**: Counselors: Todd Hayase, Cindy Koyama and Ivy Navarro Stacy Bookland, Principal	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 Outcomes *"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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please 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.*	Attendance is important for student growth.	Quarterly award assemblies for students with perfect attendance, certificate and published school eblasts Follow our school attendance policy, 5 absences calls home, 10 absences letter home, 15 absences parent meeting and 20 absences referral to family court Personalized notes homes from the House teams **Accountable Leads**: Counselors Cindy Koyama, Todd Hayase and _____, Vice Principal_____	Monthly attendance monitoring and meetings with counselors, and VPs	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:PTSA gift cards?, $

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. (Second Steps, Choose Love, Ke Ali'i awards) Revisit our Behavior Matrix with staff and students and update if needed Quarterly data share to all stakeholders on referrals to the office. Second Steps unit completion/project/assessment **Accountable leads:** U'i Kuaana/CC and LIS Admin team	IC, Lei Kulia data analysis SEL survey growth 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. *Required for all schools.*	For students to understand the skills and dispositions rooted in Hawai'i culture	Invite OHE for a re-orientation at the beginning of the 24-25 school year. Staff will identify and create lessons to incorporate the framework within our Laulima classes. Students will create expectations for contribution of the success **Accountable Leads**: U'i Kuaana/CC, Administration, DH's	Staff and student feedback from surveys Completed projects	☐ 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 Outcomes *"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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please 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. 8th grade participate in Kids Vote 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 **Accountable Leads**: Duane Igancio/DH Fine Arts, Patrick Whalen/DH Social Studies, Todd Hayase/Counselor, U'i Kuaana/CC	Student surveys Student participation	☑ 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.	N/A	N/A	N/A	☐ 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 Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.*



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 Outcomes *"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?"* *Please 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.*	Mandatory	Active recruitment for board members Meet on the first Wednesday of each quarter at 3pm in the school library **Accountable Leads**: Stacy Bookland, Principal	Agenda and minutes	☐ 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 Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.*

★ Other Systems of Support

Desired Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.*

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section 302A-251, as well as the current Hawaii State Teachers Association (HSTA) 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 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)*	1,080 hours
Did your school submit a SCC Waiver Request Form? Please explain.	LIS requested 4 Waiver Days for the 24-25 SY (Waiting approval from BOE)

Bell Schedule: link
Bell Schedule LIS 2024-2025

6-7th Grade M-T-Th-F	8th Grade M-T-Th-F
7:45-7:50 Opening	7:45-7:50 Opening
7:50-8:00 Homeroom	7:50-8:00 Homeroom
8:00-8:04 Passing	8:00-8:04 Passing
8:04-9:00 Class 1	8:04-9:00 Class 1
9:00-9:04 Passing	9:00-9:04 Passing
9:04-10:00 Class 2	9:04-10:00 Class 2
10:00 - 10:15 recess 15	10:00 - 10:15 recess 15
10:15 - 10:19 Passing	10:15 - 10:19 Passing
10:19 - 11:12 Class 3	10:19 - 11:12 Class 3
11:12 - 11:42 Lunch 30	11:12 - 11:16 Passing
11:42 - 11:46 Passing	11:16 - 11:46 Laulima 30
11:46 - 12:16 Laulima 30	11:46 - 12:12 Lunch 30
12:16 - 12:20 Passing	12:16 - 12:20 Passing

12:20 - 1:13 Class 4 **12:20 - 1:13 Class 4**
1:13 - 1:17 Passing **1:13 - 1:17 Passing**
1:17 - 2:10 Class 5 **1:17 - 2:10 Class 5**
2:10-2:55 Prep time 45* **2:10-2:55 Prep time 45***

Wed Min
7:45-7:50 Opening
7:50-8:00 Homeroom
8:00-8:04 Passing
8:04 - 8:48 Class 1
8:48 - 8:52 Passing
8:52 - 9:36 Class 2
9:36 - 9:40 Passing
9:40 - 10:24 Class 3
10:24 - 10:39 Recess 15
10:39 - 10:43 Passing
10:43 - 11:27 Class 4
11:27 - 11:57 Lunch 30
11:57- 12:01 Passing
12:01 - 12:05 Homeroom
12:05 - 1:34 Meetings