NĀ HOPENA A'O

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

# Lokelani Intermediate School Academic Plan SY 2024-2025

**1401 Liloa Drive**
**Kihei, HI 96753**
**(808) 727-3300**
**Lokelani Website**

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

| Submitted by Principal Francoise Bell | |
|---|---|
| | **3/28/2024** |

| Approved by Complex Area Superintendent Desiree Sides | |
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## 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 <u>comprehensive instructional program(s)</u> 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 |
|---|---|---|---|---|
| 6 | Imagine Learning-EL Education | Imagine Learning-Illustrative Math | Savvas | Savvas |
| 7 | Imagine Learning-EL Education | Imaging Learning-Illustrative Math | Savvas | Bess Press Text |
| 8 | Imagine Learning-EL Education | Imaging Learning-Illustrative Math | Savvas | Savvas |
| | | | | |
| | | | | |

## 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 <u>universal screener(s)</u> 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 6,7,8 | STAR ▾ | | STAR ▾ |
|---|---|---|---|
| Grade 6- ELA and Math | STAR ▾ | | STAR ▾ |
| Grade 7 - ELA and Math | STAR ▾ | | STAR ▾ |
| Grade 8 - ELA and Math | STAR ▾ | | STAR ▾ |
| | Select One ▾ | | Select One ▾ |
| | Select One ▾ | | Select One ▾ |

## IDENTIFIED SCHOOL NEEDS

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

☑ Current Comprehensive Needs Assessment (CNA) 430 Lokelani Inter 2023 CNA Report

☐ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement

   Last Full Self-Study: [],  Next Full Self-Study: []

☐ 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:** Meet the achievement increase outlined in the Superintendent Strategic Plan in Math, Science,  and Language Arts (ELA)<br> 2029 target in ELA is 57.39%, with a 3.06% average increase each year to meet that target<br> 2029 target in Math is 28.42%, with a 1.28% average annual % increase each year to meet that target<br>2029 target in Science is 28.13%, with a 2.57% average annual % increase each year to meet that target<br><br><br>**Root/Contributing cause(s):**<br>1 A) Lack of data teams and dedicated time (note: SY '24-'25 data teams will be implemented into new Master Schedule)<br>2 B) Standards-based curriculum, instruction, assessment, and grading practices are inconsistent and levels of implementation vary<br>3 C) Not all teachers trained on how to use the STAR Renaissance Student Report for Instructional Planning |
| **2** | **Student Need:**  Increase the Universal Screener to 3 times a year<br><br>**Root/Contributing cause(s):**<br>1 A) Lack of data does not allow teachers to plan targeted instruction effectively<br>1 B) 3 universal screeners will provide more accurate and comprehensive data |

| 3 | **Student Need:** Provide a positive and supportive school culture and climate that addresses the total well being of all students and teachers<br><br>**Root/Contributing cause(s):** 1) Student Perceptions and concerns from Panorama SEL Data and CNA Data |
|---|---|

**In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. 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** | <u>**Targeted Subgroup:**</u>  English Learners + Exits<br><br><u>**Identified Student Need(s):**</u>  Decrease achievement gap in Language Arts, Math, and Science |
| **2** | <u>**Targeted Subgroup:**</u>  Special Education<br><br><u>**Identified Student Need(s):**</u>  Decrease achievement gap in Language Arts, Math, Science |
| **3** | <u>**Targeted Subgroup:**</u>  ] Pacific Islanders<br><br><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 Outcomes<br>*"What do we plan to accomplish?"* | Root/ Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>(Initial & Intermediate Outcomes)<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|

| Reading Proficiency<br><br>1.1.1<br>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. | Students need consistent implementation of Standards Based ELA curriculum, instruction, and assessment | 1.1.1.1 Implement new Comprehensive Instructional Program -Imagine Learning - EL Education<br><br>1.1.1.2 Resources for ELL and Special Needs students are embedded in the program<br><br>1.1.1.3 ELA Teachers will go through a series of in-person and online training on how to effectively implement curriculum, instruction, and assessment from the Imagine Learning Support Team<br><br>1.1.1.4 PLC Planning Period for department teachers (4x per week)<br><br>1.1.1.5 Teacher Training on how to use the Star Renaissance Student Report for Targeted Instructional Planning<br><br>1.1.1.6 ELA data team to identify students who may need extra support like Reading Workshop<br><br>1.1.1.7 For targeted students who are not meeting reading proficiency we provide a reading workshop class that uses Third Quest to provide explicit and systematic reading instruction for foundational skills as well as vocabulary and comprehension support.<br><br>1.1.1.8 EL Teacher Support<br><br>1.1.1.9 Mock Test Days to celebrate and embrace SBA's<br><br>Math PLC (BTC Hui) | STAR Universal Screener- implement 3 times a year<br><br>SBA Data<br><br>CNA Data | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | Accountable leads:   ELA Data Team / Steering Committee | | |
|---|---|---|---|---|
| | | | | |

| Mathematics Proficiency<br><br>1.1.2<br>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<br><br>1.1.2.2 Math Teachers will go through a series of in-person and online training on how to effectively implement curriculum, instruction, and assessment from the Imagine Learning Support Team<br><br>1.1.2.3 PLC Planning Period for department teachers (4x per week)<br><br>1.1.2.4 Teacher Training on how to use the Star Renaissance Student Report for Targeted Instructional Planning<br><br>1.1.2.5 Math data team will identify students who may need extra support like Math Workshop or EL support<br><br>1.1.2.6 EL teacher support<br><br>1.1.2.7 Mock Test Days to celebrate and embrace the SBA's<br><br>1.1.2.7 Math PLC (BTC Hui)<br><br><br>Accountable leads: Math Data Team / Steering Committee | STAR Universal Screener- implement 3 times a year<br><br>SBA Data<br><br>CNA Data<br><br>Math PLC (BTC Hui) | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.1.3<br>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 | 1.1.3.1 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.<br><br>1.1.3.2 Resources for ELL and Special Needs students are embedded in the program<br><br>1.1.3.3 Teacher Training on how to use the Star Renaissance Student Report for Instructional Planning<br><br>1.1.3.4<br>📄 24-25 Lokelani  BKKM Comprehensive EL Plan (rev. 3-20...<br><br>Accountable Leads -  ALL  Data Teams / Steering Committee | STAR Universal Screener- implement 3 times a year<br><br>SBA Data | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.1.4 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 | 1.1.4.1 Orientation Day for 5th graders from both feeder schools to visit our campus on guided tours led by our Leadership students<br><br>1.1.4.2 Summer Enrichment Program for 5th graders<br><br>1.1.4.3 Math Collaborative Planning in our Complex Area<br><br>1.1.4.4 8th grade Transition Day to Kulanihako'i<br><br>1.1.4.5 8th grade banquet at Kulanihako'i<br><br><br>Accountable Lead - SAC Student Activities Coordinator | Surveys:<br>SQS<br>SEL<br>SBA<br>Panorama<br>STAR | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 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. | Students need consistent implementation of Standards Based Science curriculum, instruction, and assessment | 1.1.5.1 Implement new Comprehensive Instructional Program -Savvas Resources for ELL and Special Needs students are embedded in the program<br><br>1.1.5.2 Science Teachers will go through a series of in-person and online training on how to effectively implement curriculum, instruction, and assessment from the Savvas Support Team<br><br>1.1.5.3 PLC Planning Period for department teachers (4x per week)<br><br>1.1.5.3 Teacher Training on how to use the Star Renaissance Student Report for Targeted Instructional Planning<br><br>1.1.5.4 Science data team will identify students who may need extra support<br><br>1.1.5.5 EL teacher support<br><br>1.1.5.6 Mock Test Days to celebrate and embrace the SBA's<br><br><br>Accountable leads: Science Data Team / Steering Committee | STAR Universal Screener- implement 3 times a year<br><br>SBA Data<br><br>CNA Data | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ 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?"* <br><br> *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. <br> All students desire to be in school and to 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. <br><br> 1.2.1.2 Utilize Panorama for data and intervention strategies <br><br> 1.2.1.3 Clubs <br><br> 1.2.1.4 Monthly Student Spotlight <br><br> 1.2.1.5 Utilize Structured SEL/Character Ed Program i.e. Choose Love, Character Strong, Second Step, PBIS <br><br> Accountable Leads - Steering Committee | Panorama <br><br> Annual Surveys: SQS SEL <br><br> Character Ed | ☑ WSF, $ <br> ☐ Title I, $ <br> ☐ Title II, $ <br> ☐ Title III, $ <br> ☐ Title IV-A, $ <br> ☐ Title IV-B, $ <br> ☐ IDEA, $ <br> ☐ SPPA, $ <br> ☐ Homeless, $ <br> ☐ Grant:__, $ <br> ☐ Other:__, $ | |

| 1.2.2. All students demonstrate positive behaviors at school. | Student positive behavior allows for a nurturing and conducive environment for learning both in and out of the classroom. | 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<br><br>1.2.2.2 Utilize Panorama to access and address student behaviors both positive and negative. Implement intervention Strategies.<br><br>1.2.2.3 Panorama also supports the RTI/HMTSS<br><br>1.2.2.4 Monthly Student Spotlight<br><br>Accountable Leads - Administration | Online Infinite Campus Referral Program<br><br>Panorama | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |
|---|---|---|---|---|
| 1.2.3. All students experience a Nā Hopena Aʻo 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 Partnership with Maui Huliau and the Office of Hawaiian Education to provide teachers with 6 Professional Development trainings yearly as well as in-classroom support and field trip planning with teachers. OHE and the ʻAina Aloha foundation to provide funding for teacher training and field trip expenses for students.<br><br>Accountable Lead - Curriculum Coordinator | PD training tasks and outcomes<br><br>Field Trip Presentations<br><br>Pre and Post ʻAina Aloha competency Survey for teachers and students | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☑ Other:OHE $15,000 |

| 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 Implement Sports Intramural program during recess<br><br>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)<br><br>Accountable Lead - Student Activities Coordinator | Panorama SEL Survey Data | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☑ Grant:REACH, $<br>☐ Other:__, $ |

| ★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement | | | | |
|---|---|---|---|---|
| **Desired Outcomes**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?"* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress (Initial & Intermediate Outcomes)**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
| 1.3.1.<br>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.<br><br>1.3.1.2 Teachers to receive CLIMBHI training for accessing resources<br><br>1.3.1.3 Increase choices in elective courses to allow for career development and community and civic opportunities<br><br>1.3.1.4 Introduce Career Day<br><br><br><br>Accountable Lead - Elective team / Steering | Surveys - Student, teacher, community participant<br><br>Reflections - Student, teacher, community participant<br><br><br>Activites and Lessons | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| K-12 Alignment | | | | |
|---|---|---|---|---|
| **K-12 Alignment**<br><br>1.3.2.<br>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<br><br>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<br><br>Accountable Lead - Leadership Team | Formative assessment data<br><br>Student Survey | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |
| 1.3.3.<br>All students graduate high school with a personal plan for their future.<br>(if applicable) | N/A | N/A | N/A | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ 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.* |
|---|---|---|---|---|
| *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. New staff support (Induction and Mentoring Program, Staff Aloha Committee) Recruit teachers from the Philippines to fill any shortage. Dedicated professional development for teachers new to the country/state. 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 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. | 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<br><br>3.3.1.2 Clear communication with all SCC members, Teachers, Staff, and the Principal<br><br>Accountable Leads - Principal and Curriculum Coordinator | Agenda and meeting minutes are shared with members<br><br>Action items are implemented throughout the school year | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ 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<br>*"What do we plan to accomplish?"* | Root/ Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>*and* Name of Accountable Lead(s)<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| *Implement a Family Resource Center on Campus* | To provide a resource center where families can get support in parenting, job searching, and ELL support | 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<br><br>Accountable Leads - PCNC, ELL teacher, Dedicated Staff | Annual Surveys: SQS<br>FRC survey | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

## ★ Other Systems of Support

| Desired Outcomes<br>*"What do we plan to accomplish?"* | Root/ Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br>*and Name of Accountable Lead(s)*<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>*"How will we know progress is being made ?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please 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 | Inventory each teacher's chromebooks to see how many are good and how many need to be replaced<br><br>Request to Administration what funding can we use to purchase the amount of new chromebooks needed<br><br><br>Accountable Lead -Tech. Coordinator  (pending hire) | Number of new chromebooks needed and funding available | ☐ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

## 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 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] |
| **Did your school submit a SCC Waiver Request Form? Please explain.** | Yes |
| **Bell Schedule:** ▢ 2023-2024 Lokelani Bell Schedules | |