



Washington Middle School KMR Middle School Academic Plan SY 2024-2025

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<https://washingtonmiddleschool.org/>



Submitted by Principal Mike Harano	
	3/25/2024

Approved by Complex Area Superintendent [Insert name here]	
[Insert signature here] 	[Insert date] 4/5/24



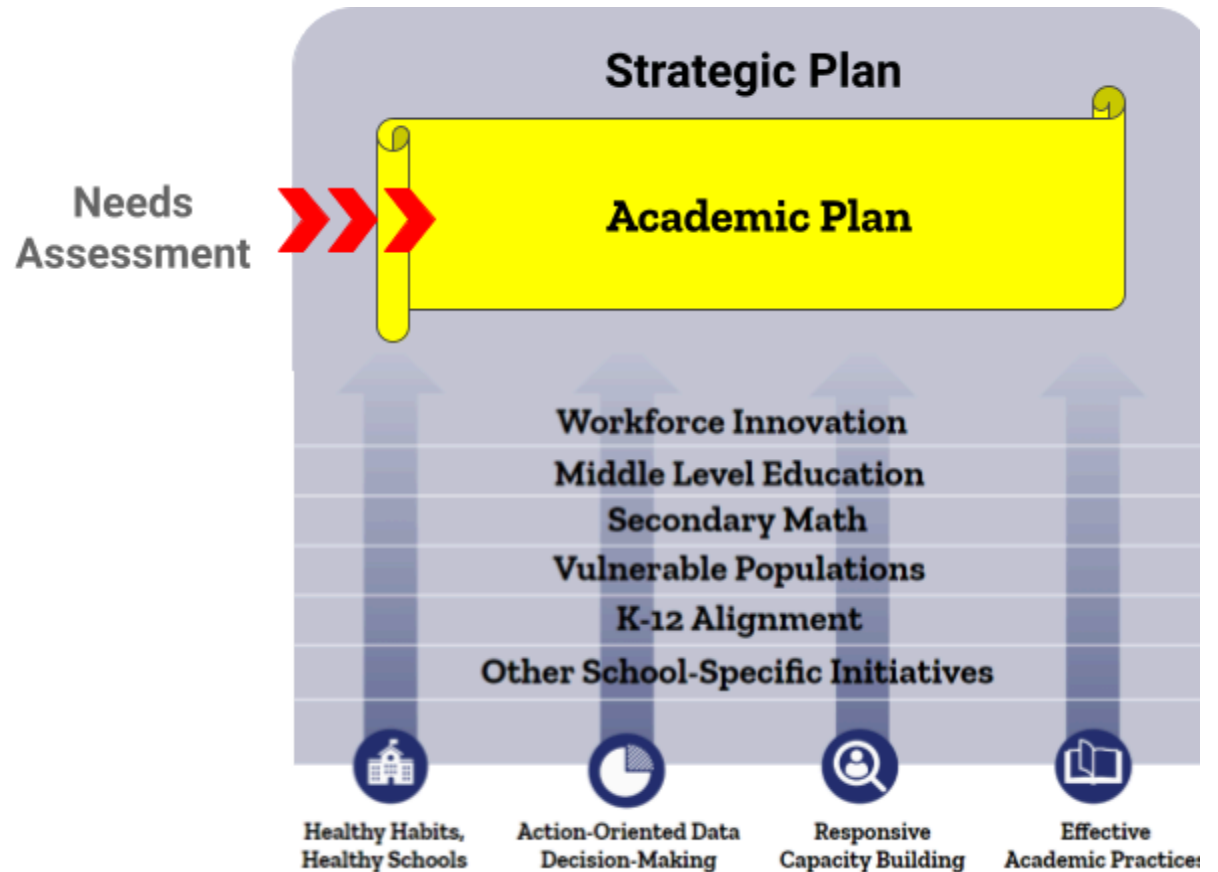
PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

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





One-Year Academic Plan SY 2024-2025

VIABLE QUALITY CURRICULUM

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

Please identify the comprehensive standards-based 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
Grade 6	Springboard (Selecting Curriculum for SY 24-25)	Into Math	5 Essentials Curriculum (Selecting Curriculum for SY 24-25)	Prentice-Hall World Explorer: The Ancient World
Grade 7	Springboard (Selecting Curriculum for SY 24-25)	Into Math	5 Essentials Curriculum (Selecting Curriculum for SY 24-25)	Bess Press History of the Hawaiian Kingdom & Pacific Neighbors
Grade 8	Springboard (Selecting Curriculum for SY 24-25)	Into Math	5 Essentials Curriculum (Selecting Curriculum for SY 24-25)	Glencoe American History: The Early Years to 1877

SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable.



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Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.

English Language Arts	Mathematics
Grade Level: Grade 6 ELA Achieve 3000 ▾	Grade Level: Grade 6 Math Select One ▾ Waggle
Grade Level: Grade 7 ELA Achieve 3000 ▾	Grade Level: Grade 7 Math Select One ▾ Waggle
Grade Level: Grade 8 ELA Achieve 3000 ▾	Grade Level: Grade 8 Math Select One ▾ Waggle
Grade Level: [Insert grade level or course name (e.g. English I)] Select One ▾	Grade Level: Algebra and Geometry Select One ▾ State EOC Test



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****Enter your detailed data here. This data should connect to your desired outcomes and enabling activities in the plan.**

IDENTIFIED SCHOOL NEEDS

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

- Current Comprehensive Needs Assessment (CNA) [WMS CNA 2024](#)
- Current Western Association of Schools and Colleges (WASC) Critical Areas [Full Self-Study](#)
 - P. Washington Middle School WASC_HIDOE Visiting Committee Report (1).pdf
- Other current self study

Identify critical student learning needs and provide a rationale/root 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?”

Duplicate “Student Need” text, including “Rationale/Root cause(s)” as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.

- 1** **Student Need:** Increase student achievement in ELA, Math, and Science.
 In order to increase student achievement, WMS needs to:
- Provide ongoing professional development for teachers to support effective instructional strategies, particularly in ELA and science.
 - Regularly analyze student performance data to identify trends, monitor progress, and make informed adjustments to the improvement plan as needed.
 - Establish school-wide monthly literacy goals, including the Implementation of targeted literacy initiatives across all grade levels to improve ELA proficiency.
 - Strengthen science instruction: Review and revise science curriculum and instructional practices to enhance student achievement in science.
 - Select and implement a new state-approved science curriculum to improve science instruction.

Rationale/Root cause(s):

1A The pass rates in state assessments for Language Arts, Math, and Science varied across grade levels, with some improvement seen in certain subjects from 2022 to 2023. However, the pass rates at WMS generally lagged behind the state averages and the complex area averages, indicating areas for improvement in academic achievement. (see data in WMS CNA 2024, page 12)



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1B In order to increase student achievement, WMS is seeking to narrow and deepen the curriculum. WMS will continue the school's focus on priority standards with the 5 Essentials, including:

- utilizing Learning Intentions with Success Criteria to communicate learning targets to students
- aligning assessments, and utilizing them for formative and summative evaluations, to enable students to show when they are able to meet the targets defined by the Learning Intentions with Success Criteria

2 **Student Need:**

Develop targeted interventions specifically tailored to address the needs of EL and IDEA students to close the achievement gap.

Rationale/Root cause(s):

2A Increasing population of English Learners (EL) and students with Individualized Education Programs (IDEA): The growing number of EL and IDEA students presents challenges in meeting their diverse needs and ensuring equitable academic outcomes. Specifically, the growing EL population, particularly Micronesians, may require additional resources and support to ensure these students receive appropriate language instruction and academic assistance.

2B WMS's achievement gap is widening, indicating disparities in academic performance among different student subgroups, which requires attention and intervention.

3 **Student Need:** Increase attendance rates by establishing a school wide system and utilizing a school level BSHA to conduct outreach

Rationale/Root cause(s):

3A Gathering data on student ethnicity, EL status, and special groupings for disadvantage is crucial for identifying trends, disparities, and areas for improvement. Obtaining this data will enable informed decision-making and targeted interventions.

3B Continuous monitoring and adjustment of resource allocation may be necessary to meet evolving needs.



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****Enter your detailed data here. This data should connect to your desired outcomes and enabling activities in the plan.**

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

Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.

- | | |
|---|---|
| 1 | <p><u>Targeted Subgroup:</u> English Learners</p> <p><u>Identified Student Need(s):</u> Increase student exits using ACCESS testing and increase student proficiency rates
The continuous improvement plan should prioritize strategies to support EL, SPED, and Micronesian students, considering their increasing representation in the school population. This may involve implementing culturally responsive practices, providing professional development for staff, and enhancing support services.</p> |
| 2 | <p><u>Targeted Subgroup:</u> Low SES</p> <p><u>Identified Student Need(s):</u>
WMS's achievement gap is widening, indicating disparities in academic performance among different student subgroups, which requires attention and intervention.</p> |
| 3 | <p><u>Targeted Subgroup:</u> SPED</p> <p><u>Identified Student Need(s):</u>
Continue to increase inclusion opportunities to meet the needs of our SPED, ELL and low SES students by:</p> <ul style="list-style-type: none">● providing inclusion on every Team (co-teaching for SPED)● implementing innovations for inclusive practices● examining data to determine effectiveness of current practice |



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.**

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Rationale/ Root Cause <i>“Why are we doing this?”</i> Use current proficiency rates and school targets.</p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p>Reading Proficiency 1.1.2. All students read proficiently by the end of eighth grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1A 49% of students are proficient in ELA. All students will show 5% growth on universal screeners and SBA proficiency rates will increase by 10%.</p> <p>17% of EL students are proficient in ELA on SBA in SY 22-23.</p> <p>There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum.</p> <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.</p> <p>EL strategies will be implemented in all classrooms.</p> <p>Accountable Leads: G. Pottenger, C. Izumoto and Department Chairs</p>	<p>From Strat Plan: -Percent of eighth graders demonstrating grade-level proficiency in reading. -Percent of students who are not proficient in reading by the end of eighth grade who receive additional personalized support. -Percent of students showing 5% or higher growth on Achieve 3000.</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"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$</p>



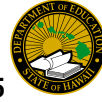
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1A 34% of students are proficient in Math. All students will show 5% growth on universal screeners and SBA proficiency rates will increase by 10%.</p>	<p>Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum.</p> <p>Continued coaching and inservice opportunities (Thinking Classrooms) will be provided for teachers as necessary.</p> <p>EL strategies will be implemented in all classrooms.</p> <p>Accountable Leads: G. Pottenger ART), C. Izumoto (CC) and Department Chairs</p>	<p>From Strat Plan: <i>-Percent of eighth -graders demonstrating grade-level proficiency in mathematics.</i> <i>-Percent of students who are not proficient in math by the end of eighth grade who receive additional personalized support.</i> <i>-Percent of students showing 5% or higher growth on Waggle.</i></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"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <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>There is a 36% gap in ELA and 28% gap in Math proficiency rates for Non High Needs and High Needs Learners.</p>	<p>Establishing school wide monthly literacy goals: Implementing targeted literacy initiatives across all grade levels to improve ELA proficiency.</p> <p>Developing targeted interventions: Designing interventions specifically tailored to address the needs of EL and IDEA students to close the achievement gap.</p> <p>Strengthening science instruction: Reviewing and revising science curriculum and instructional practices to enhance student achievement in science.</p> <p>Professional development: Providing ongoing professional development for teachers to support effective instructional strategies, particularly in ELA and science.</p> <p>Data analysis and monitoring: Regularly analyzing student performance data to identify trends, monitor progress, and make informed adjustments to the improvement plan as needed.</p> <p>Accountable Leads: G. Pottenger (ART), C. Izumoto (CC) and Department Chairs</p>	<p>From Strat Plan: <i>-Language arts proficiency</i> <i>-Mathematics proficiency</i> <i>-Science proficiency</i> <i>-Growth in academic proficiency</i> <i>-Regular attendance</i> <i>-On-time high school graduation</i> <i>-Extended high school completion</i> <i>-Percent of English Learners who are meeting or on track to meet English language proficiency.</i></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"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$</p>
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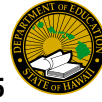
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school, middle to high school.</p>	<p>5th grade students receive orientation and activities prior to the start of 6th grade school year and 8th grade students have opportunities to visit and ask questions of ninth grade home schools.</p>	<p>5th grade students pick up schedules on designated date(s) prior to the start of their 6th grade school year.</p> <p>Student Body Government will provide half day orientation of WMS campus which includes team building activities for all incoming 5th grade students prior to the start of the 24-25 SY.</p> <p>8th grade students have the opportunity to tour and ask questions of ninth grade home schools during the school year.</p> <p>EL incoming summer academy (rising 5th graders).</p> <p>AVID summer academy for incoming 7th and 8th graders.</p> <p>Accountable Leads: Brett Kumabe (MSC), C. Izumoto (SAC) and Team Leaders</p>	<p><i>From the Strat plan:</i> Percent of middle/intermediate schools with transition activities for students entering from elementary school and promoting to ninth grade.</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"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>
<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p>	<p>The WMS HMTSS mission statement is to... Look at our current support systems we offer and to strengthen and to develop supports in areas where we see additional need and to have all staff members familiar with how WMS provides its systems of support to all students.</p>	<p>WASHINGTON HMTSS School Blueprint Template</p> <p>Accountable Leads: C. Luong (SSC), Counselors, Administrators, G. Pottenger (ART), C. Izumoto (CC), Brett Kumabe (MSC)</p>	<p><i>-Completion of school blueprint that defines the schools system of support</i> <i>-Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</i></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"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>



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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current school data and set targets.	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	3A 28% of students are chronically absent. This will decrease to 15% by the end of the 24-25 SY.	Outreach by school level BSHAS and counselors will be consistently used to bring students back to school. <ul style="list-style-type: none"> ● Home visits ● Parent meetings ● Transportation to school ● Micronesian club ● Volleyball/basketball intramurals Accountable Leads: BBSHA, Counselors, Administrators	<i>From Strat Plan:</i> <i>-Percent of students attending 90% or more days of instruction.</i>	<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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>38% of students agree that the school encourages positive behaviors. This number will increase in the 24-25 SY.</p>	<p>Improvements in communication and education regarding safety protocols will be made by conducting regular safety drills, providing clear information about safety procedures, and ensuring that students understand how to access support if needed.</p> <p>“Not Appropriate, Not Here, Not Now” MSC Initiative launched in SY 23-24 to address school-wide procedures.</p> <p>Feedback from students will be sought to identify specific areas of improvement and changes will be implemented based on their input.</p> <p>Focus will be placed on promoting open communication channels between students, faculty, and administration.</p> <p>SBG activities (Field day, spirit week, recess games, door decorating, etc.).</p> <p>Student leadership opportunities (e.g. Student Body Government, AVID, Elementary Orientations, etc.)</p> <p>Accountable Leads: C. Luong (SSC), Counselors, Administrators, G. Pottenger (ART), C. Izumoto (CC/SAC), Brett Kumabe (MSC)</p>	<p>From Strat Plan: <i>-Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.</i></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"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>100% of students have and/or continue to receive SEL (Social Emotional Learning) education throughout the school year. An increase in the frequency of lessons will occur in the 24-25 SY.</p>	<p>The Middle School Committee will continue to lead the implementation and monitoring of SEL lessons.</p> <p>Selection of schoolwide curriculum for SEL will take place to ensure all students are receiving lessons that are aligned from 6th grade through 8th grade.</p> <p>Student Body Government will continue to support SEL by planning events and activities that center around quarterly themes rooted in HA.</p> <p>WMS holds an Annual Curriculum Conference with the keynote focused on Nā Hopena A’o.</p> <p>Accountable Leads: Brett Kumabe (MSC), C. Izumoto (SAC) and Team Leaders</p>	<p>From Strat Plan: <i>-Completion of HA orientation and training.</i> <i>-Embedded into school culture.</i></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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?" Use current proficiency rates and school targets.</p>	<p>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?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>45% of students participate in career, community, and civic opportunities. This will increase to 100% of students by the end of the 24-25 SY.</p>	<p>Opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> ● Science Fair ● Math Counts ● AVID Field Trips, Guest Speakers, Summer Academy ● Micronesian Summit ● SBG attended and presented at the Middle Level Student Leadership Conference ● SBG Legislators Visit ● Classroom Renovation sponsored LA Clippers ● "Introduce a Girl to Engineering" Day <p>Accountable Leads: Administrators, G. Pottenger (ART), C. Izumoto (CC/SAC), Brett Kumabe (MSC)</p>	<p><i>From Strat Plan:</i> -Percent of students participating in career exploration and development activities. -Number of middle school students completing CTE and/or Career Exploration courses. -Percent of students participating in civic learning and active civic engagement.</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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



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<p>K-12 Alignment</p> <p>1.3.2.Middle School students enter high school with the academic background and skills to succeed in career pathways or Academies.</p>	<p>The work currently being done with PLC+ to examine data and implement instructional strategies to address student needs informs the teachers “WHAT” needs to be done.</p>	<p>5 Essentials Pre, Mid, and Post assessments are given in all areas of instruction to ensure students enter high school with the academic background and skills necessary to succeed.</p> <p>Data Analysis and Common Challenges are ongoing throughout the school year in all departments to ensure that instructional strategies address student needs so that all students are prepared and can be promoted to 9th grade on time.</p> <p>Career Pathway Electives:</p> <ul style="list-style-type: none"> • CTE Wheel (culinary, health, business, hospitality, etc.) • Lifenet <p>Accountable Leads: Administrators, G. Pottenger (ART), C. Izumoto (CC), Brett Kumabe (MSC)</p>	<p>From Strat Plan: Percent of first-time eighth graders promoted to 9th grade on time.</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"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><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 Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> BE SPECIFIC 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> Please estimate the additional amount needed to execute the enabling activity.
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	Some teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 75% of teachers will receive 72 SIQ hours or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> ● Building the Base (FALL 2023) ● State/District EL course offerings ● University courses EL Team meets regularly and will discuss and monitor the SIQ hours and/or TESOL certification. Accountable Leads: C. Izumoto (CC), Administrators	-Percentage of teachers with all SIQ hours completed and/or TESOL certification. -Plan for teachers without SIQ hours/ TESOL certification.	<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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p>	<p>All teachers at WMS currently have an effective or higher rating on EES. By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating.</p>	<p>In order to be effective, all teachers will be provided supports including:</p> <ul style="list-style-type: none"> ● EL PD ● Prime Math PD ● NGSS inservice ● Feedback from regular walkthroughs ● Individual supports targeting individual needs ● AVID Trainings, WICOR Wednesday emails <p>Monthly New Teacher meetings for new teachers address school processes and procedures.</p> <p>Mentors for New Teachers (State training) provide ongoing support for each new teacher at WMS.</p> <p>Accountable Leads: D. Nakasone (New Teacher Coordinator), C. Izumoto (CC), Administrators</p>	<p>From Strat Plan: <i>-Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.</i> <i>-Number of teachers participating in professional development beyond the 21 hours</i></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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>Increasing population of students with Individualized Education Programs (IDEA) presents challenges in meeting their diverse needs and ensuring equitable academic outcomes.</p>	<p>Quality Behavioral Support training is provided every two years with an update every year. All support staff are currently in QBS training.</p> <p>Accountable Leads: C. Luong (SSC), Administrators</p>	<p>From Strat Plan: <i>-Number of professional development opportunities for classified school support staff.</i> <i>-Number of designated entry-level classes of work with available career ladders for advancement.</i></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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



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 <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current data	Enabling Activities <i>"How will we achieve the desired outcome?"</i> BE SPECIFIC 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> 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.	SCC positions are currently being filled. The remaining positions will be filled by November 2024. Collaborative meetings focused on school culture and school improvement will be held every month.	Principal will communicate the importance of this advisory group to all stakeholders in October 2024, explaining roles/responsibilities.. Elections will be held November 2024. Principal, together with the SCC chairperson, will ensure school level plans and issues are agendaized. Accountable Leads: Administrators	From Strat Plan: -All required stakeholders represented in SCC membership. -Overall positive ratings on the SCC self-assessment survey.	<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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <i>BE SPECIFIC</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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.2 All families are engaged in school events/activities and have regular two way communication.</p>	<p>Collaboration between all stakeholders of Washington Middle School will ensure the academic success and well-being of all students.</p>	<p>WMS provides several opportunities for parents to partner with the school in their child's educational experience, including but not limited to the following:</p> <ul style="list-style-type: none"> ● Student Agendas ● Quarterly Progress Reports ● Schoolwide Student-Led Conferences ● AVID Parent Nights <ul style="list-style-type: none"> ○ Planning for Success ○ SOAR - College research projects shared ● Open House and Ohana Night ● EL Parent Night ● Performances <ul style="list-style-type: none"> ○ Band ○ Orchestra ○ Dance ● Afterschool All Stars quarterly Hoike <p>Accountable Leads: Administrators, Counselors, G. Pottenger (ART), C. Izumoto (CC/SAC), Brett Kumabe (MSC)</p>	<p>Documentation of events will include flyers, record of attendance, evaluations.</p>	<ul style="list-style-type: none"> <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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



****CHECK THE INSTRUCTIONAL MINUTES OF THE CURRENT BELL SCHEDULE**

*Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include **one thousand eighty student hours for both elementary and secondary school grades.***

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 Washington Middle 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 <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>	1107
Did your school submit a SCC Waiver Request Form? Please explain.	N/A
Bell Schedule: W SY 23-24 Bell Schedule Final.docx	