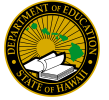


Waimea Canyon Middle School Academic Plan SY 2024 -2025

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Submitted by Principal: Ray Carvalho	
<i>Ray Carvalho</i>	04/12/2024

Approved by Complex Area Superintendent: Daniel S. Hamada	
<i>Daniel S. Hamada</i>	04/12/2024



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.*

Grade Levels	English Language Arts	Mathematics	Science	Social Studies
Grades 6-8	StudySync	Ready Math	OpenSciEd and Explore Learning Gizmos	Gr. 6 McGraw-Hill: World History - Voices and Perspectives Gr. 7 Bess Press Hawaiian Studies - History of the Hawaiian Kingdom and Hawaiian Monarchs Gr. 8 McGraw-Hill: US History - Exploring Geography and Global Issues

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.

Grade Level / Course Name	English Language Arts	Mathematics
Grades 6 through 8	iReady ▾	iReady ▾

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: Fall 2023, Next Full Self-Study: SY 2028-29
- Other current accreditation self-study



Identified 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?”

1

LITERACY

SBA ELA-Literacy											
Proficiency				High Needs Achievement Gap				Growth			
18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23
38%	30%	30%	25%	33%	28%	24%	32%	40 MGP	41 MGP	33 MGP	24 MGP
Goal >80%				Goal <10%				Goal >50 MGP / >60% SGP 40-50			
								34%			27%
								SGP 40		SGP 50	

i-Ready Diagnostic Screener - Reading				
Growth - Fall to Spring 2022-23			Current Proficiency - Winter 2023-24	
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL
48%	22%	87%	7%	12%
>80%	>30%	>100%	One GL Below	Two GLs Below
			20%	12%
			Three or More GL Below	
			47%	

Student LEARNING Needs (What students need to learn in regards to literacy.)

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
 - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e. grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need quality classroom instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners.
 - All students need quality instruction that is designed to strengthen their ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need additional assistance to support their acquisition and development of literacy skills.



Root/Contributing Causes:

- 1A. There are varying degrees of understanding and implementation of the essential components that are embedded within the StudySync curriculum and NewsELA (e.g., instructional strategies, assessments).
- 1B. Schoolwide instruction of academic vocabulary and literacy development has been inconsistent, as well as content specific vocabulary in ELA.
- 4A. There are varying levels of understanding and implementation of RtI practices, including the targeted use of i-Ready data and lessons.
- 4B. There are varying levels of implementation of some steps in our data teams practices (i.e., error analysis, assessment feedback sessions, follow-up instruction to address learning gaps).

2 NUMERACY

SBA Math													
Proficiency				High Needs Achievement Gap				Growth					
18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23		
26%	11%	16%	19%	27%	10%	16%	22%	32 MGP	32 MGP	42 MGP	34 MGP	48%	40%
Goal >80%				Goal <10%				Goal >50 MGP / >60% SGP 40-50				SGP 40	SGP 50

i-Ready Diagnostic Screener - Math							
Growth - Fall to Spring 2022-23			Current Proficiency - Winter 2023-24				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
38%	15%	54%	2%	12%	30%	15%	41%
Goal >80%	>30%	>100%					

Student LEARNING Needs (What students need to learn in regards to numeracy.)

- All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
 - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
 - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.



- All students need quality classroom instruction on grade level math standards incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners.
- All students need quality instruction that is designed to strengthen their ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
- Identified students need additional assistance to support their acquisition and development of numeracy skills.

Root/Contributing Causes:

- 2A. There is currently a lack of understanding and implementation of the essential components embedded within our new Ready Math curriculum (e.g., instructional strategies, mathematical practices, assessments).
- 2B. Instruction of content-specific math vocabulary has been inconsistent.
- 4A. There are varying levels of understanding and implementation of RtI practices, including the targeted use of i-Ready data and lessons.
- 4B. There are varying levels of implementation of some steps in our data teams practices (i.e., error analysis, assessment feedback sessions, follow-up instruction to address learning gaps).

3 SCIENCE

NGSS-HSA Science						
Proficiency				High Needs Achievement Gap		
18-19	20-21	21-22	22-23	20-21	21-22	22-23
26%	16%	21%	16%	27%	10%	16%
Goal >80%				Goal <10%		

Student LEARNING Needs (What students need to learn in regards to science.)

- All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

Student LEARNER Needs (What students need us to provide so that they can strengthen their understanding and application of science.)

- All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Causes:

- 3A. There is currently a lack of understanding and implementation of the essential components embedded within our new Open Ed Science curriculum (e.g., instructional strategies, assessments).
- 3B. Instruction of the NGSS topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas has been inconsistent.



4 **SOCIAL-EMOTIONAL LEARNING**

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Grit	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
65%	58%	57%	51%	50%	50%	52%
Panorama Fall 2023-24						

Regular Attendance			
	20-21	21-22	22-23
All	86%	64%	61%
FSY	89%	66%	64%
Goal: >90% (FSY = Full School Year)			

Student LEARNING Needs (What students need to learn in regards to SEL.)

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially in relation to our “4 Bs” which includes *Be Safe, Be Cooperative, Be Respectful, and Be Responsible*.

Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)

- All students need explicit instruction and positive reinforcement in the SEL competencies, with an ongoing emphasis on developing attributes aligned with being safe, cooperative, respectful, and responsible.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.

Root/Contributing Causes:

- 6A. There is a need to sustain and strengthen our activities that encourage student attendance.
- 6B. There is a need to sustain and strengthen our implementation of clear, proactive, follow-up procedures when students are absent.
- 7A. There are varying levels of understanding and implementation of the Choose Love and PBIS programs.
- 8A. There are varying levels of understanding of the HĀ framework and how they are embedded within our school initiatives.



1 Targeted Subgroup: Economically Disadvantaged

Economically Disadvantaged Subgroup			
	SBA/HSA Proficiency		
	20-21	21-22	22-23
ELA	23% = 67	23% = 58	13% = 37
Math	8% = 22	12% = 29	10% = 27
Science	15% = 15	11% = 10	6% = 5
Percentage and number of EDS students proficient			

Student LEARNING Needs (What students who are economically disadvantaged need to learn.)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem solving.

Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support in order to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2 Targeted Subgroup: English Learners

English Learners Subgroup								
	SBA/HSA Proficiency			Language Acquisition				
	20-21	21-22	22-23	18-19	19-20	20-21	21-22	22-23
ELA	7% = 3	7% = 3	8% = 4	29%	38%	6%	6%	6%
Math	5% = 2	2% = 1	2% = 1	Growth to Target (WIDA Access)				
Science	0%	0%	0%					
Percentage and number of EL students proficient								

Student LEARNING Needs (What students who are English Learners need to learn.)

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals in order to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.



3 **Targeted Subgroup: *Special Education***

Special Education Subgroup			
	SBA/HSA Proficiency		
	20-21	21-22	22-23
ELA	3% = 1	2% = 1	2% = 1
Math	0%	0%	2% = 1
Science	0%	13% = 2	0%
Percentage and number of SPED students proficient			

Student LEARNING Needs (*What students who require Special Education need to learn.*)

- Students who receive special education need to strengthen their understanding of grade level concepts including the application of literacy/numeracy skills.

Student LEARNER Needs (*What students who require Special Education need us to provide so that they increase their learning.*)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade level concepts and application of literacy/numeracy skills in order to support their learning of grade level academic content.

Academic Plan Summary 2024-25



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 <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and 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>
Literacy Proficiency All students are proficient in their application of literacy skills by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	1A. There are varying degrees of understanding and implementation of the essential components that are embedded within the StudySync curriculum and NewsELA (e.g., instructional strategies, assessments). 1B. Schoolwide instruction of academic vocabulary and literacy development has been inconsistent, as well as content specific vocabulary in ELA.	EA 1. Literacy (1.1.2) Student literacy will increase through the implementation of NewsELA, instruction of cross-content vocabulary, and the incorporation of reading and writing activities in their instruction of content. Additionally, all ELA teachers will implement curriculum, instruction, and assessment that is congruent with the CCSS, horizontally and vertically aligned, and relevant to real-world application. Action Steps: ➤ Schoolwide Literacy a. School administration/leadership will provide PD for ELA, Science, Social Studies, and Elective teachers on the use of NewsELA and will monitor the usage. b. All Science, Social Studies, ELA and Elective teachers will implement NewsELA with fidelity as scheduled by Admin/Leadership. c. Teachers of all content areas will provide instruction on the cross-content vocabulary words included on the SBA-Sample Academic Vocabulary list, as well as those identified within the SBA-ELA and Literacy Vocabulary list. d. Teachers of all content areas will incorporate reading and writing activities into their instruction of content and will teach/reinforce students' use of basic writing conventions and	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	<input checked="" type="checkbox"/> WSF 42106 A1-2802 Teacher Stipend - HMTSS Workshop and use of i-Ready Teacher Toolbox, NewsELA, and/or StudySync Curriculum 3 days x 6 Teachers = 18 days x \$194.01 = \$3,492 <input checked="" type="checkbox"/> Title I 18902 B-3006 Bess Press Social Studies Kingdom Monarchs Hawaiian Studies \$4,258 McGraw Hill Soc Studies Curriculum Hardcopy Print Student/Teacher Books/Journals \$5,000 B - 3502 NewsELA \$20,216



		<p>skills.</p> <p>e. All students will complete a minimum of four NewsELA articles/activities a month at 75% or higher on the first try.</p> <p>➤ English Language Arts Department</p> <p>f. School administration will continue to provide time for ELA teachers to collaborate in full department meetings as well as in PLC groups for teachers of common subjects/courses.</p> <p>g. All ELA teachers will implement a vertically aligned curriculum to teach the CCSS while incorporating HA/GLOs.</p> <p>h. All ELA teachers will identify real-world connections for using ELA concepts/skills and embed them in their instruction to students.</p> <p>i. All ELA teachers will provide instruction on the ELA content-specific vocabulary words included within the SBA-ELA Vocabulary list. All Science, Social Studies, and Elective teachers will provide instruction on the Literacy Vocabulary list.</p> <p>j. The ELA department will select at least three common high-yield instructional strategies for department-wide implementation which will be used multiple times throughout the school year (i.e., RACE, Teacher Clarity, Academic Conversations, Cognitive Engagement).</p> <p>k. The ELA department will review the CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as a reference for expectations/rigor, and will be made accessible to other departments.</p> <p>l. All ELA teachers will utilize five cycles of IAB/FIAB/ICAs per year <i>formally</i> within the testing system as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students (Data Teams). (WASC #5)</p> <p>m. All ELA teachers will examine student work and assessment data, and will provide students who struggle with timely feedback and ongoing interventions/support as needed within the classroom. (WASC #5)</p>		
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		<p>n. All students will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready screener, SBA).</p> <p>Leads: Principal, VPs, and ELA DH</p>		
<p>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.</p>	<p>2A. There is currently a lack of understanding and implementation of the essential components embedded within our new Ready Math curriculum (e.g., instructional strategies, mathematical practices, assessments).</p> <p>2B. Instruction of content-specific math vocabulary has been inconsistent.</p>	<p>EA 2. Numeracy (1.1.3) Student numeracy will increase through the implementation of a DOE approved comprehensive instructional program, effective instruction, and varied assessment that is congruent with the CCSS, horizontally and vertically aligned, and relevant to real-world application.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration will provide time for mathematics teachers to collaborate in full department meetings as well as in PLC groups for teachers of common subjects/courses. All mathematics teachers will implement a horizontally and vertically aligned curriculum (i-Ready Classroom Mathematics) to teach the CCSS while incorporating HA/GLOs. All mathematics teachers will ensure students are able to make applicable and relevant real-world connections for using mathematical concepts/skills. All mathematics teachers will provide integrated instruction and review of content-specific vocabulary words included on the SBA-Math Vocabulary list. All mathematics teachers will utilize at least two IAB/FIAB per academic year <i>informally</i> to provide students with practice in the online testing system, including the use of the SBA online tools. i-Ready Classroom Mathematics (curriculum) assessments that will align with screener/diagnostics and CCSS standards will be used at least four times a year <i>formally</i> (i.g., data teams). This will be in addition to the three mathematics diagnostics (Fall, Winter, and Spring) on i-Ready which will also be used formally (WASC #5) 	<p>i-Ready Diagnostic Screener Math Proficiency and Growth Data</p> <p>Strive HI SBA Math Proficiency and Growth Data</p>	<p><input checked="" type="checkbox"/> WSF 42106 A1-2802 Teacher Stipend - New i-Ready Classroom Math Curriculum 3 days x 6 Teachers = 18 days x \$194.01 = \$3,492</p> <p><input checked="" type="checkbox"/> Title I 18902 B-7104/07 Contract Services for PD Training and Onboarding by i-Ready Classroom for New Math Curriculum \$10,262</p>



		<p>g. All mathematics teachers will examine student work and assessment data, and will provide students who struggle with timely feedback and ongoing interventions/support (Tier I and Tier II) as needed within the classroom. (WASC #5)</p> <p>h. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, which will prepare them for real-world application as well as success on standardized assessments (e.g., i-Ready screener and SBA).</p> <p>Leads: Principal, VPs, and Math DH</p>		
<p>Science Proficiency All students are proficient in their understanding of middle level NGSS concepts by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>3A. There is currently a lack of understanding and implementation of the essential components embedded within our new Open Ed Science curriculum (e.g., instructional strategies, assessments).</p> <p>3B. Instruction of the NGSS topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas has been inconsistent.</p>	<p>EA 3. Science Students' understanding of Science concepts will increase through the implementation of curriculum, instruction, and assessment that is congruent with the NGSS, horizontally and vertically aligned, and relevant to real-world application.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration will continue to provide time for Science teachers to collaborate in full department meetings as well as in PLC groups for teachers of common subjects/courses. All Science teachers will implement a vertically aligned curriculum to teach the NGSS while incorporating HA/GLOs that meet the NGSS Evidence Statements for MS. All Science teachers will identify real-world connections for using scientific concepts/skills. The Science department will select at least three common high-yield instructional strategies from the high yield instructional strategies and SEP #6 of the Science and Engineering-Practices for department-wide implementation of C.E.R. (Claim, Evidence, Reasoning) which will be used multiple times throughout the school year. Grade 8 science teachers will utilize three NGSS Interim Assessments <i>formally within the testing system</i> and, Grades 6-8 science teachers will utilize two Open Science Ed Assessments per year to provide students with practice in the online testing system, including the use of the HSA online tools, and will conduct assessment feedback sessions with students. 	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input checked="" type="checkbox"/> WSF 42106 A1-2802/2702 Teacher Stipend - Training Workshop for news science curriculum onboarding by approved OpenSci Ed partner/distributor 3 days x 6 Teachers = 18 days x \$194.01 = \$3,492</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3006 OpenSci Ed Curriculum and Kits \$21,989</p> <p>B-3501 \$99 NSTA Dues x 10 teachers \$990</p> <p>B-3502 BrainPOP \$2,931</p> <p>Explore Learning GIZMOs subscription license \$2,718</p>



		<p>f. All Science teachers will examine student work and assessment data and will provide students who struggle with timely feedback and ongoing interventions/support as needed within the classroom. (WASC #5)</p> <p>g. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application, as well as success on standardized assessments (e.g., NGSS HSA).</p> <p>Leads: Principal, VPs, and Science DH</p>		<p>B-7104/07 Contract services for PD Training and Onboarding by OpenSci Ed approved Partner/Distributor \$7,000</p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>4A. There are varying levels of understanding and implementation of RtI practices, including the targeted use of i-Ready data and lessons.</p> <p>4B. There are varying levels of implementation of some steps in our data teams practices (i.e., error analysis, assessment feedback sessions, follow-up instruction to address learning gaps).</p>	<p>EA 4. Inclusive Practices and Academic Student Support (1.1.4) Inclusive practices and tiered interventions will be implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level.</p> <p>Action Steps:</p> <p>a. School administration/leadership will coordinate the schoolwide ELA and Math intervention program (i-Ready) and provide PD/guidance on the schoolwide programs and expectations to diagnose and address students’ academic needs. We are exploring incentives to reinforce and recognize/reward student academic growth.</p> <p>b. Teachers will implement the academic intervention programs/systems (e.g., i-Ready in mathematics, ELA, Science and Social Studies) with fidelity.</p> <p>c. School administration/leadership will provide PD/guidance and expectations on the schoolwide use of inclusive practices and strategies to strengthen learning of all students and subgroups.</p> <p>d. Teachers will incorporate the use of inclusive practices in all classrooms and will reinforce and recognize/reward student progress.</p> <p>e. All students will reflect on their learning, set goals, and self-monitor their progress toward ongoing academic growth either orally or written.</p> <p>Leads: Principal, VPs, and SSC</p>	<p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1-2744 PTTA Inclusion Support 17 hrs per wk x 40 wks x \$42.16 x 2 PTTAs \$57,338</p> <p><input checked="" type="checkbox"/> WSF 42102 A1 - 2721 ELL PPT (DIS) 19 hrs per wk x 40 wk x \$21.76 \$16,538</p> <p>A1 - 2741 PPE (NID) Interpreters for 13 NEP students x 4 hrs/student x \$23.52 \$1,223</p>



<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>5A. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p> <p>5B. Our implementation of an interdisciplinary team approach to instruction that actively engages students is currently insufficient.</p> <p>5C. There are varying levels of understanding of the attributes of middle level learners, and implementation of practices to address their unique needs (e.g., Advisory, teaming).</p>	<p>EA 5. Student Transitions and Structures for Middle Level Learners (1.1.5)</p> <p>Administration and teachers/staff will coordinate activities that support student transitions into, through, and out of Waimea Canyon Middle School, including the implementation of research-based middle school structures, such as advisory and teaming.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Counselors and/or other staff will coordinate activities that support student transitions into, within, and out of WCMS, including the transition to high school. School administration and/or other staff will provide PD/guidance to teachers on strategies/practices, lessons/activities, and programs/resources to make the use of advisory time beneficial for students. School administration, teachers, and staff will continue to implement and strengthen the use of teaming to support students both academically and socially-emotionally. <ul style="list-style-type: none"> Grade Level Teams will meet to discuss and support students' academic and social-emotional needs. School administration will provide PD/guidance to teachers that make the learning of content engaging, meaningful, and relevant for students while strengthening their transference of concepts/skills. The administration will provide time for teams of teachers to collaboratively plan interdisciplinary standards-based units and/or lessons of instruction designed to make the learning of content engaging, meaningful, and relevant for middle school students. Teams of teachers will identify/create and implement the units and/or lessons of instruction to teach and reinforce standards-based concepts and skills. All students will be supported academically and socially-emotionally, and will engage in a variety of interdisciplinary standards-based units and/or lessons. <p>Leads: Principal, VPs, and Counselors</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</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>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and 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>
1.2.1. All students desire to and attend school regularly.	6A. There is a need to sustain and strengthen our activities that encourage student attendance. 6B. There is a need to sustain and strengthen our implementation of clear, proactive, follow-up procedures when students are absent.	EA 6. Student Attendance (1.2.1) Student attendance will be encouraged and clear, proactive follow-up procedures will be implemented when students are absent. Action Steps: a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. Administration, teachers, and staff will encourage student attendance and will implement proactive follow-up procedures when students are absent. c. All students will desire to attend school regularly and will receive recognition/rewards for attendance. Leads: Principal, VPs, and Counselors	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
1.2.2. All students demonstrate positive behaviors at school.	7A. There are varying levels of understanding and implementation of the Choose Love and PBIS programs.	EA 7. Productive Student Behaviors (1.2.2) Behavioral Rtl, Classroom Management Routines, SEL, and PBIS will be implemented effectively to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment. Action Steps: a. School administration will provide PD/guidance to strengthen behavioral Rtl, social-emotional learning (SEL), proactive classroom management routines, Advisory, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors and will begin the process of creating a schoolwide behavior plan. (WASC #3)	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	<input checked="" type="checkbox"/> WSF 42101 A1-2741 PPE (NID) Morning Club \$23.52 x 19 hrs x 40 wks \$17,875 <input checked="" type="checkbox"/> WSF 42104 A1-2741 PPE (NID) PBIS Student Activity Coordinator \$23.52 x 19 hrs x 42 wks \$18,769 B-3502 PBIS Program \$2,150



		<p>b. School counselors and Student services coordinator will clearly define a school-wide process (CADRE) for addressing student social-emotional needs using the SEL survey results to provide timely, targeted student interventions, supports via individual or small group counseling, and guidance lessons in all classrooms.</p> <p>c. Teachers will implement the behavioral RtI, SEL, Advisory, PBIS, and classroom management processes/strategies that define, teach, and reward positive behaviors resulting in a positive classroom/school climate.</p> <p>d. Students will exhibit productive behaviors in all settings and students will receive recognition/rewards for productive behaviors.</p> <p>Leads: Principal, VPs, SCC, and Counselors</p>		<p>B-3006 PBIS Rewards SY24-25 \$4,000</p>
<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>8A. There are varying levels of understanding of the HĀ framework and how they are embedded within our school initiatives.</p>	<p>EA 8. Nā Hopena A’o (1.2.3)</p> <p>The Nā Hopena A’o (HĀ) Framework (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) and Choose Love components for character development will continue to be embedded within our school culture.</p> <p>Action Steps:</p> <p>a. School administration will provide PD to build knowledge and understanding of how to implement HA framework in and out of classrooms.</p> <p>b. School administration, teachers, and staff will create and coordinate a variety of activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms (e.g., Choose Love, place-based field trips, etc.).</p> <p>c. Teachers will implement activities and events that instill and promote the HA framework in Advisory classes.</p> <p>d. All students will experience a Nā Hopena A’o environment for learning.</p> <p>Leads: Principal, VPs, and Coaches</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and 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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	9A. There is a need to sustain and strengthen activities and events that increase students' awareness of college/career options, establish a connection with their community, and develop a sense of civic responsibility.	<p>EA 9. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</p> <p>Students' awareness of college/career options, connection with their community, and sense of civic responsibility will be strengthened through a variety of age-appropriate activities/events.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration and teachers/staff will coordinate and implement activities that promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, YouScience, career day). Teachers/staff will identify and implement strategies that strengthen college/career preparation throughout the school year. School administration and teachers/staff will coordinate and implement activities that foster students' connection with their community and develop a sense of civic responsibility (e.g., aina-based learning, service-based learning, guest speakers, student research). All students will participate in a variety of learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility. All 8th grade students will take the YouScience interest/ability inventories and reflect on their results. <p>Leads: Principal, VPs, and Counselors</p>	Community Partners and Volunteers List Field Trip Log	<input type="checkbox"/> WSF <input type="checkbox"/> Title I



<p>K-12 Alignment</p> <p>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.</p>	<p>10A. There is a need to sustain and strengthen K-12 alignment and school level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>10B. There is a need to sustain and strengthen the successful practice of using technology for teaching and learning.</p>	<p>EA 10. K-12 Alignment of Academic Background and Skills (1.3.2)</p> <p>Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration and teachers/staff will coordinate and implement strategies throughout the school year that prepare students for high school (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and computer science). School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Waimea Complex (West Kauai). (WASC #2) All students will participate in a variety of learning activities that prepare them for success in high school and beyond. <p>Leads: Principal, VPs, and Counselors</p>	<p>Quarterly and End-of-Year/ Course Report Card Grades</p>	<p><input checked="" type="checkbox"/> WSF 42101 C - 7708 6th Grade Student Chromebooks \$55,160</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 GoGuardian \$3,927</p> <p>Pear Deck \$2,174</p> <p>ScreenCastify \$2,900</p> <p>Nearpod Inc. \$6,365</p> <p>Typing.com subscription license for 6th grade students \$629</p> <p>BreakoutEDU \$2,500</p> <p>Notable Kami \$2,500</p> <p>EdPuzzle \$1,950</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>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and 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>
<p>2.1.2. All teachers are effective or receive the necessary support to become effective.</p>	<p>11A. There are varying degrees of understanding and implementation of high-yield instructional strategies and best practices.</p>	<p>EA 11. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth while teaching the standards/GLOs. (WASC #4) Action Steps: a. School administration/leadership will identify effective teaching practice(s) and high-yield instructional strategy(ies) (e.g., Teacher Clarity, Academic Conversations, Cognitive Engagement, PBL) to be implemented schoolwide and will coordinate PD sessions/activities that strengthen understanding and use of each practice/strategy. (Dave Holden) b. All new teachers will be provided with an orientation, curriculum training, and ongoing induction and mentoring support. c. All teachers will implement the effective teaching practices and high-yield instructional strategy(ies) to teach the standards/GLOs.</p>	<p>PD/Training Log Walkthrough Data i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data SBA ELA and Math Proficiency and Growth Data NGSS-HSA Science Proficiency Data</p>	<p><input checked="" type="checkbox"/> WSF 42102 A1- 2769 4 sub days x \$194.01 to attend KCA workshops \$776</p> <p><input checked="" type="checkbox"/> WSF 42106 A1 - 2769 ART team sub days for AcPlan Monitoring 6 x 1/qtr = 24 days x \$194.01 \$4,656</p> <p>A1-2769/2802 Stipends/ Sub days for PD 47 x \$194.01 \$9,118</p> <p>A1-2802 13 New Teacher Stipends 2 Days X \$194.01 \$5,044</p>



		<p>d. All teachers will be provided opportunities to visit other classrooms to see other teachers implementing effective teaching practice(s) and high-yield instructional strategy(ies) (e.g., “learning walks” during PLC, Teacher Clarity, Academic Conversations, Cognitive Engagement).</p> <p>e. All students will participate in a variety of learning activities that incorporate the use of identified effective practice(s) and high-yield instructional strategy(ies) to strengthen their understanding of concepts, application of grade level skills, and ability to consistently demonstrate the GLOs.</p> <p>Leads: Principal, VPs, and Coaches</p>		<p><input checked="" type="checkbox"/> Title I 18902 B - 7104/07 PBL Works - PBL 101 (3 days) new teacher \$2,995</p> <p>Applied Coaching for Project Slice - returning teachers who completed PBL 101 \$4,000</p> <p>American Alliance for Innovative Systems David Holden \$68,000</p>
<p>2.2.2. All school support staff are effective or receive the necessary support to become effective.</p>	<p>12A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.</p>	<p>EA 12. Support Staff Training and Professional Development (2.2.2)</p> <p>All support staff will be provided with training and PD to support the implementation of effective practices and strategies that foster student well-being and academic growth.</p> <p>Action Steps:</p> <p>a. School administration/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies that foster student well-being and academic growth.</p> <p>b. All new support staff will be provided with an orientation, initial training, and ongoing guidance/support.</p> <p>c. All support staff will implement effective practices and strategies as identified by the administration/leadership or supervisor and concerning their roles.</p> <p>d. All students will be able to identify and utilize support staff and the services in which they provide to maximize their experiences at WCMS.</p> <p>e. All students will participate in a variety of learning activities that incorporate the use of effective practices and strategies to strengthen their understanding of concepts, application of grade level skills, and ability to consistently demonstrate the GLOs and SEL competencies.</p> <p>Leads: Principal, VPs, and Coaches</p>	<p>PD/Training Log</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Panorama Student Perception and SEL Survey Results</p>	<p><input checked="" type="checkbox"/> WSF 42112 B-7104/07 Blueline Solution (Active Threat training for all teachers & staff) \$8,400</p>



Priority 3 Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2 All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.**
- ★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**
- ★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and 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>
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	13A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	EA 13. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. Administration implements processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at WCMS. b. Administration provides ongoing communication with faculty and staff to ensure everyone is knowledgeable of and involved in meeting our goals and outcomes. c. Administration ensures that our Academic Plan is aligned with the BOE/DOE Strategic Plan, and the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Lead: Principal	Academic and Financial Plan Documents	<input type="checkbox"/> WSF <input type="checkbox"/> Title I



<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p>	<p>14A. There is a need to sustain and strengthen the involvement of the School Community Council (SCC) in collaborative planning and decision-making.</p>	<p>EA 14. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: a. The school principal and SCC Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. (WASC #1) b. All stakeholder role groups will have respective members on the SCC. (WASC #1) Leads: Principal and SCC Chair</p>	<p>SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>
<p>All parents feel welcome, involved, and engaged in their child's school.</p>	<p>15A. There is a need to sustain and strengthen the successful practice of involving and engaging parents to enable them to support their child's learning and overall wellbeing at school.</p>	<p>EA 15. Parent/Family Involvement and Engagement Parents/Families will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. Action Steps: a. School administration, counselors, and teachers provide parents/guardians with a variety of opportunities throughout the school year to enable them to support their child's learning and overall well-being at school (e.g., open house, parent-teacher conferences, community events). b. All students will participate in a variety of activities, programs, and events that support their academic and social development. Leads: Principal, Title 1 Coordinator, and PCNC</p>	<p>Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1-2741 PPE (DIS) PCNC 19 hrs per wk x 42 wks x \$25.45 \$20,309 B - 3006 Student Planners SY25-26 \$4,029 of \$6,500 <input checked="" type="checkbox"/> Title I 18902 B - 3006 Student Planners SY25-26 \$2,471 of \$6,500 B-3502 Educational Network Website \$3,600 <input checked="" type="checkbox"/> Title I 18935 B - 3006 Supplies for family engagement activities \$1,066 B - 3301 Refreshments for Family Nights \$1,000</p>



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 Waimea Canyon Middle School’s current bell schedule 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) 1,170 instructional hours per year

Did your school submit a SCC Waiver Request Form? Please explain. Yes, we had three waiver days for PD/collaboration in SY23-24 and submitted a request for two days in SY24-25, also for PD/collaboration.

Bell Schedule: [WCMS Bell Schedule 2023-24](#) WCMS Bell Schedule 2024-25 (TBD)