





Sanford B. Dole Middle School Academic Plan SY 2025-2026

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Honolulu, Hawaii 96819
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<https://www.dolemiddleschool.org/>

- ☐ Non-Title 1 School ☒ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Mavis Tasaka	
	5/29/2025

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
 Rochelle Mahoe (May 29, 2025 14:56 HST)	05/29/2025

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	'21 SpringBoard ▾	i-Ready Classroom Math... ▾	Amplify Science	Teacher Created Materials
Grade 7	'21 SpringBoard ▾	i-Ready Classroom Math... ▾	Amplify Science	History of the Hawaiian Kingdom and Pacific Nations & Territories
Grade 8	'21 SpringBoard ▾	i-Ready Classroom Math... ▾	Amplify Science	Teacher Created Materials
Grade 8 - Algebra		Kendall Hunt's Illustrativ... ▾		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools shall indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education Grades 6, 7, & 8	<ul style="list-style-type: none"> i-Ready Reading - Teacher ToolBox, Assessment & Instruction Sonday Reading Intervention Teacher Adapted Materials 	<ul style="list-style-type: none"> i-Ready Math - Teacher Tool Box, Assessment & Instruction Teacher Adapted Materials 	<ul style="list-style-type: none"> Teacher Adapted Materials 	<ul style="list-style-type: none"> Teacher Adapted Materials
English Learners Grades 6, 7, & 8	<ul style="list-style-type: none"> i-Ready Reading - Teacher ToolBox, Assessment & Instruction Sonday Reading Intervention 	<ul style="list-style-type: none"> i-Ready Math - Teacher Tool Box, Assessment & Instruction Teacher Adapted Materials 	<ul style="list-style-type: none"> Teacher Adapted Materials 	<ul style="list-style-type: none"> Teacher Adapted Materials

	<ul style="list-style-type: none"> Teacher Adapted Materials 			
Others: Pre-Referral Intervention Tutoring Grades 6, 7, & 8	<ul style="list-style-type: none"> i-Ready Reading - Teacher ToolBox, Assessment & Instruction Sonday Reading Intervention Teacher Adapted Materials & Resources 	<ul style="list-style-type: none"> i-Ready Math - Teacher Tool Box, Assessment & Instruction Teacher Adapted Materials 	<ul style="list-style-type: none"> Teacher Adapted Materials 	<ul style="list-style-type: none"> Teacher Adapted Materials

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science
Grade 6	I-Ready ▾	I-Ready ▾	NWEA MAP - Science
Grade 7	I-Ready ▾	I-Ready ▾	NWEA MAP - Science
Grade 8	I-Ready ▾	I-Ready ▾	NWEA MAP - Science

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 for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☒ Other current assessment/self-study report: EAA Analysis Protocols, DMS Leadership Meeting Notes & Progress Analysis, 30/60/90 Day Plans Progress Monitoring Documents
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Year of Next Action: 2025

Year of Next Self-Study:

Type of Last Visit: Special Visit -

Type of Next Action: Mid-Cycle Report & Visit -

2027

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1

Student Need (SW1): Increase overall Student academic proficiency in Math, Reading, & Science

Steady gains in both Math and ELA proficiency over the last 4 years. Although Science took a dip in SY 2022/23, the scores greatly increased by 11% doubling the proficiency in SY 2023/24.

Proficiency (Strive HI)									
	Gr 6		Gr 7		Gr 8		SW Total		
SY	ELA	Math	ELA	Math	ELA	Math	ELA	Math	Science
2019/20	No SBA Data								
2020/21	15%	6%	27%	11%	27%	6%	24%	8%	17%
2021/22	23%	16%	16%	6%	34%	10%	25%	11%	23%
2022/23	30%	15%	24%	12%	23%	4%	26%	11%	11%
2023/24	22%	9%	34%	17%	35%	14%	30%	14%	22%

Over the last 4 years, DMS has displayed academic growth in both Math and Reading scores over time allowing the school to build the foundation for greater proficiency in the future.

Academic Growth (Strive HI)			
SY		ELA	Math
2020/21		41%	31%
2021/22		50%	49%
2022/23		54%	55%
2023/24		61%	52%
SY 2023/24 Median Growth Percentile by Student Group		Economically Disadvantaged	48%
		English Language Learners	44%
			41%
			42%

	Special Education	40%	36%
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Root/Contributing Cause:

1A) Strengthen Tier 1 & 2 instruction to address the needs of all learners.

- Varying implementation use of differentiation, scaffolding, and reteaching of learning that impact positive student learner outcomes.
- Student disengagement due to lack of tiered instructional support resulting in a high number of tardies, absences, behavioral incidences and chronic absenteeism.

1B) Varying implementation levels of Professional Development (PD) and school improvement efforts.

- DMS Instructional Model: Impact Team (IT) implementation of the Learning Intentions (LI) & Success Criteria (SC), and Evidence, Analysis & Action (EAA Cycle). Slowly progressing out of the initial developmental and implementation phase as evidenced through beginning phases of co-creation of SC.
- Intermittent implementation of complex and school level professional development (PD).
- Increased evidence of teacher collective efficacy & integration of deliberate practice amongst most grade level impact teams.

1C) Varying levels of instructional alignment of grade level pacing guides and department alignment plans.

- Varying Grade Level teacher collective efficacy in the planning, implementation and alignment of Curriculum, Instruction & Assessment (CIA).
- Intermittent implementation of Learning Intentions & Success Criteria (LISC) to guide formative/summative assessment.
- Varying level of student co-constructing Success Criteria.

2

Student Need (SW1): Gap High Needs & Non-High Needs: SPED, English Learners, Disadvantaged

ELA Gap: High Needs identified students proficiency increased by 7% (from 22% to 29%) and Non-High Needs had a slight drop of 3%. This resulted in an overall decrease in the achievement gap in ELA by 10%. Both Non-High Needs (13% growth) & High Needs (10% growth) student groups display increases over the past four (4) years.

Math Gap: Overall our Non-High Needs students proficiency increased by 13% with the High Needs students increasing by 4%. This resulted in the widening of the Math Gap proficiency by 9%. Despite the increase in Math Gap results, both Non-High Needs (20% growth) & High Needs (8% growth) student groups display increases over the past four (4) years.

Achievement Gap	SY 2020/21		SY 2021/22		SY 2022/23		SY 2023/24	
SW Enrollment	580		547		530		568	
Math & ELA Proficiency	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Non-High Needs	50%	26%	56%	33%	67%	33%	63%	46%

High Needs	19%	5%	20%	7%	22%	9%	29%	13%
Proficiency Gap	31%	21%	36%	26%	44%	24%	34%	33%

SOURCE: Strive HI

LEI Kulia 5.2023 Longitudinal data for ACCESS scores by Overall proficiency levels of test, ELL (Active J) students. Data does not include alternate exam scores.

Overall EL Proficiency Level	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	Difference Comparison SY 22/23 to SY 23/24
1 - Entering(NEP)	59/220 (27%)	22/213 (10%)	30/219 (13.6%)	30/235 (12.77%)	-.83%
2 - Emerging(NEP)	46/220 (21%)	57/213 (27%)	63/219 (28.7%)	71/235 (30.21%)	+1.51%
3 - Developing(LEP)	70/220 (32%)	104/213 (49%)	94/219 (42.9%)	105/235 (44.68%)	+1.78%
4 - Expanding(LEP)	27/220 (12%)	23/213 (10%)	19/219 (8%)	23/235 (9.78%)	+3.91%
5 - Bridging/Reaching	6/220 (1%)	5/213 (2%)	1/219 (.004%)	6/235 (2.55%)	+.039%

Root/Contributing Cause:

2A) Inconsistent application of High Needs student data in the development of a multi-tiered system of instructional support for High Needs students in the general education setting.

- Collective teacher efficacy & integration of deliberate practice to ensure high needs students receive multi-tiered instructional support in all instructional settings.
- Varying levels of application and understanding of individualized student educational plans, iReady Data & ACCESS Scores in relation to classroom instructional needs.

2B) Varying levels of school wide instructional strategies and modification/adjustment of the instructional programming for high need learners based on Individualized educational plans and TESOL Six Principles of Exemplary Teaching of English Language Learners.

- Varying levels of consistent implementation/integration across all content areas of individualized student supports and services: goals & objectives, accommodations, modification, supports and services
- Varying implementation levels of Sheltered Instruction accessible to all English language learners by all teachers

2C) Varying levels of multi-tiered systems and supports provided within daily instruction for High Need students to allow the development of standards-based English literacy skills in oral and written communication, reading fluency and comprehension.

- Varying consistency in the implementation of DMS EL Comprehensive plan by instructional personnel.

3

Student Need (SW1): Increased Middle Level implementation to allow for increase in positive emotional regulation, grit, growth mindset, self-efficacy, self-management, sense of belonging and social awareness.

- Behavioral & Engagement Needs that include: Chapter 19 Offences (LEI Kulia: highest in classroom & second highest in common areas); Attendance (chronic absentee, absences & tardies); and Engagement (Sense of Belonging, Self-Efficacy & emotional Regulation to school).

Atten. Rates	SY 2020/21		SY 2021/22		SY 2022/23		SY 2023/24		SY 2024/25 (mid year)		
Grade	YTD Attend	Chronic Abs	YTD Attend	Chronic Abs	YTD Attend	Chronic Abs	YTD Attend	Chronic Abs	YTD Attend	%age Reg. Attending	Chronic Abs
6th	56.41%	68.79%	80.53%	62.8%	87.1%	45%	82.30%	64 (36%)	91.73%	71.98%	30 (14.49%)
7th	76.08%	67.42%	79.07%	61.36%	90.6%	46.12%	80%	80 (43%)	90.89%	70.21%	37 (19.68%)
8th	81.75%	58.71%	82.53%	58.16%	91.4%	40.77%	92.54%	53 (25%)	91.62%	69.88%	23 (13.86%)
SW	80.31%	60%	80.88%	55%	88.3%	36%	86.17%	197 (34%)	91.42%	70.77%	90 (16.04%)

SOURCE: LDS 9/13/2021 & Lei Kulia 01/2025

SEL Panorama	SY 2022/23			EOY Comparison 2022/23	SY 2023/24		EOY Comparison 2023/24	SY 2024/25		Fall/Winter Comparison
	Fall	Winter	Spring		Fall	Spring		Fall	Winter	
Emotional Regulation <i>How well students regulate their emotions.</i>	38%	40%	43%	+5	41%	41%	+0	38%	39%	+1
Grit- Perseverance <i>How well students are able to persevere through setbacks to achieve important long-term goals.</i>	53%	54%	55%	+3	54%	55%	+1	49%	51%	+2
Growth Mindset <i>Student perceptions of whether they have the potential to change those factors that are central to their performance in school.</i>	43%	43%	44%	+1	44%	42%	-2	46%	49%	+3
Self-Efficacy <i>How much students believe they can succeed in achieving academic outcomes.</i>	39%	41%	43%	+5	42%	40%	-2	39%	39%	+0
Self-Management <i>How well students manage their emotions, thoughts, & behaviors in different situations.</i>	56%	57%	57%	+1	56%	57%	+1	65%	59%	-6

Sense of Belonging <i>How much students feel that they are valued members of the school community.</i>	44%	43%	44%	+5	46%	42%	-4	48%	48%	+0
Social Awareness <i>How well students consider the perspective of others & empathize w/ them.</i>	52%	51%	52%		52%	49%	-3	48%	48%	+0
Supportive Relationships <i>How supported students feel through their relationships w/ adults at the school.</i>								79%	83%	+4

SOURCE: Panorama

Student Conduct	SY 2019/20		SY 2020/21		SY 2021/22		SY 2022/23		SY 2023/24	
	#	%	#	%	#	%	#	%	#	%
Non-Suspended Students	672	94.6%	576	99.3%	480	87.7%	442	83.3%	506	89.0%
Suspended Students	38	5.3%	5	0.6%	67	12.2%	88	16.6%	62	10.9%
Total Cases	57	-	5	-	107	-	121	-	94	-
Class A	35	61.4%	2	50.0%	75	70.0%	79	65.2%	68	72.3%
Class B	15	26.3%	2	50.0%	19	17.7%	13	10.7%	10	10.6%
Class C	5	8.7%	0	0	10	9.3%	10	8.2%	13	13.8%
Class D	2	3.5%	0	0	3	2.8%	19	15.7%	3	3.1%

SOURCE: SSIR SY23/24

Offenses by Location	Classroom	Common Areas	Hallways or Breezeway	Playground	Bathroom or Restrooms	Cafeteria	Other	Office
	110	100	26	19	11	10	9	7

SOURCE: Lei Kulia 01/20/25

Root/Contributing Cause:

Varying levels of Middle School Philosophy applied within teams:

3A) Varying levels of Homeroom/Advisory & RTI block implementation: SEL curriculum alignment to PBIS outcomes, HERO rewards system, and RTI/iReady implementation.

- Personnel PD review/training of current systems, procedures and policies to address and improve attendance, engagement, behavioral outcomes and alignment of PBIS activities with SEL lessons to increase at-risk student achievement of PBIS success.
- Fostering a school community where students feel a sense of self-empowerment allowing them to take responsibility & ownership over their learning, and transfer their thoughts & knowledge into purposeful action.(Nā Hopena A'o (HĀ), ['Āina Aloha Competencies](#), Panorama SEL, Second Step, & PRIDE)
- Building connections/relationships with adults & peers to increase connectedness & engagement to school.

3B) Varying reinforcement of Chapter 19, school rules policies and behavioral expectations.

- Rethinking PBIS SMART goal setting, SEL instruction and individualized supports that align to increase at-risk student achievement of PBIS goals (high number of low-risk student achievement & participation of PBIS activities and low number of high-risk student success rate).
- Highest number of incident referrals primarily in "Classrooms" impacting learning and in "Common Areas" impacting sense of safety.

3C) Opportunity to create a positive learning environment for all to succeed.

- Opportunities or time for team collaboration and planning.
- Staffing shortages & qualifications include: HQ teachers with proper certification, counselors, security, qualified long & short term substitutes, EAs and paraprofessional support staff.
- Shortages in personnel impact student supervision, counseling support services, communication with parents in different languages and appropriate instructional support in the classrooms adequate to meet the needs of our multi-tiered level learners.
- Development and funding of Multi-Tiered systems, programming and supports.
 - Tier I: Strengthening core instruction, interventions & supports based on individual students needs, Team data analysis & improvement planning, SEL guidance, Behavior Plans implementation, classroom interventions, PBIS interventions...
 - Tier II: Individualized supports, interventions and services identified,implemented and monitored through grade level Teams (Admin, Teachers, Counselors...).
 - Tier III: Collaborative coordination of programs and support through teams and support staff.

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

1 Targeted Subgroup(SW1): All: Disadvantaged/Low Socioeconomic Status (Free/Reduced) & At-Risk Students: Behavioral (incidences), Social Emotional (SEL), Academic (failures & Assessments), & Disengaged (attendance).

Identified Student Need(s):

Goal: Decrease At-Risk number of students with one or more high risk categories to allow for increased positive academic outcomes

Out of 560 currently enrolled students (as of 1/18/25), 436 students are at high risk in at least one category: 1) Assessments, 2) Attendance, 3) Discipline, 4) Marks, 5) Universal Screeners. (LEI Kulia - Multiple Measures Student Screening Risk Descriptors).

Grade	Total # of Students	High Risk in at least one category	Non-High Risk
SY 2023/24	SY 2024/25	SY 2023/24	SY 2024/25
Grade 6	181	206	152
Grade 7	183	188	144
Grade 8	208	166	187
School Wide Totals	572	560	483
		436	89
			124

2 Targeted Subgroup: High Needs Students Population: Special Education (SPED)

Identified Student Need(s)(SW1):

Goal: Increase student academic achievement to decrease gap. (LEI Kulia - Multiple Measures Student Screening Risk Descriptors).

SPED Eligible: Out of 61 currently enrolled students (as of 1/18/25), 61 students are at high risk in at least one category: 1) Assessments, 2) Attendance, 3) Discipline, 4) Marks, 5) Universal Screeners. (LEI Kulia).

Grade	Total # of Students	High Risk in at least one category	Non-High Risk
SY 2023/24	SY 2024/25	SY 2023/24	SY 2024/25
Grade 6	22	20	22
		20	0
			0

	Grade 7	24	21	24	21	0	0
	Grade 8	24	20	24	20	0	0
	School Wide Totals	70	61	70	61	0	0
3	Targeted Subgroup: <i>High Needs Students Population: English Learners (EL)</i>						
	Identified Student Need(s) (SW1):						
	Goal: Increase EL students exiting based on ACCESS scores & increase student academic achievement to decrease gap. (LEI Kulia - Multiple Measures Student Screening Risk Descriptors).						
	English Language Learners: Out of 204 currently enrolled students (as of 1/18/25), 204 students are at high risk in at least one category: 1) Assessments, 2) Attendance, 3) Discipline, 4) Marks, 5) Universal Screeners. (LEI Kulia).						
	Grade	Total # of Students		High Risk in at least one category		Non-High Risk	
		SY 2023/24	SY 2024/25	SY 2023/24	SY 2024/25	SY 2023/24	SY 2024/25
	Grade 6	76	62	74	58	2	4
	Grade 7	71	80	64	77	7	3
	Grade 8	91	62	91	60	0	2
	School Wide Totals	238	204	229	195	9	9



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <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>Estimate the additional amount needed to execute the enabling activity.</i>
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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of eighth grade. All students who do not read proficiently receive necessary and timely support to become proficient. (SW3, 6)</p>	<p>SY 23/24 ELA SW SBA Proficiency Targets 30% proficiency (Strive HI)</p> <p>SY 23/24 SW ELA Academic Growth Targets 61% (Strive HI - Typical Growth or better)</p> <p>Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg. 6, 7, 8 & 11)</p>	<p>ELA Curriculum Mapping Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum (SpringBoard)</p> <ul style="list-style-type: none"> GL Impact Team (IT) Curriculum Maps Online curriculum subscriptions, classroom supplies & material, and equipment/tools. Multi-Tiered support embedded in daily instruction to address all learner needs. <p>Professional Development (PD)</p> <ul style="list-style-type: none"> Support consistent implementation & integration of PD (DMS & FKK CA): CLSD Grant (Literacy Coach), Literacy Plan, close reading, Informational text... Inservice by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub/gap groups. Support consistent implementation of our instructional model (CC: Impact Teams- IT) Multi-tiered Reading supports - PD implementation of Specially Designed Instruction (SDI) to tailored to meet the unique student needs to address learning needs/Gaps.(funding to support PD subs, differentiated materials & supplies...) <p>Department Improvement Plans & Alignment</p> <ul style="list-style-type: none"> GL ELA Impact Team - Consistent implementation of EAA Team Meeting Analysis of Student WorkAnalysis: ELA IAB, iReady, Springboard assessment tools & teacher created assessments. Development of GL IT Dept. Improvement & Alignment Plans Consistent Implementation of EL strategies, differentiation & modifications provided in Tier I instruction to address all learner needs (high & non-high) <p>Lead(s): ELA Dept. Head, ELA Dept. Admin, ELA Dept. IT facilitator, CLSD Literacy Coach</p>	<p>Department & Teams -Dept. & Team Improvement Plan progress monitoring of student growth iReady data analysis (pre, mid & post). -SBA ELA Interims data analysis - EAA Team meeting Analysis of student work - Consistent application of MTSS instructional support across all content areas. -Learning Walk Data</p> <p>Target: Current ELA Proficiency: 3% annual growth to reach 36% proficiency in SY 25/26</p> <p>Current ELA Median Growth Percentile Targets: 2% annual growth to reach 65% Median Growth Percentile in SY 25/26</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> IDEA, \$5000 <input checked="" type="checkbox"/> SPPA, ART VI Teachers \$227,68 <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: CLSD, Coach Position \$75896 <input checked="" type="checkbox"/> Other:CSI, (CC IT) Estimated Amount
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade. All students who are not proficient receive necessary and timely support to become proficient. (SW3, 6)</p>	<p>SY 23/24 Math SW SBA Proficiency Targets 14% proficiency (Strive HI)</p> <p>SY 23/24 SW Math Academic Growth Targets 52% (Strive HI - Typical Growth or better)</p> <p>Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg. 6, 7, 8 & 11)</p>	<p>Math Curriculum Mapping</p> <p>Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum (Ready Math)</p> <ul style="list-style-type: none"> GL IT Curriculum Maps Online curriculum subscriptions, classroom supplies & material, and equipment/tools. Multi-Tiered support embedded in daily instruction to address all learner needs. <p>Professional Development (PD)</p> <ul style="list-style-type: none"> Support consistent implementation & integration of PD <ul style="list-style-type: none"> Building Thinking Classrooms in Math Impact Team (IT) - EAA PD Inservice by curriculum consultants & Coaches on how to effectively use the pacing guides and curriculum including components for special sub/gap groups. Support consistent implementation of our instructional model (CC: Impact Teams- IT) Multi-tiered Math supports - PD implementation of Specially Designed Instruction (SDI) to tailored to meet the unique student needs to address learning needs/Gaps.(funding to support PD subs, differentiated materials & supplies...) <p>Department Improvement Plans & Alignment</p> <ul style="list-style-type: none"> GL Math Impact Team - Support consistent implementation of EAA Team Meeting Analysis of Student WorkAnalysis: Math IAB, iReady, Comprehension Checks, & teacher created assessments. Development of GL IT Dept. Improvement & Alignment Plans Consistent implementation of EL strategies, differentiation & modifications provided in Tier I instruction to address all learner needs (high & non-high) <p>Lead(s): Math Dept. Head, Math Dept. Admin, Math Dept. IT facilitator</p>	<p>Department & Teams</p> <p>-Dept. & Team Improvement Plan progress monitoring of iReady Math student growth data analysis (pre, mid & post), Math IAB, Comp. Checks, & teacher created assessments... -SBA Math IAB - EAA Team meeting Analysis of Student Work - Consistent application of MTSS instructional support across all content areas. - Learning Walk Data</p> <p>Target: Current Math Proficiency: 3% annual growth to reach 20% proficiency in SY 25/26</p> <p>Current Math Median Growth Percentile Targets: 2% annual growth to reach 56% Median Growth Percentile in SY 25/26</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, Teacher position \$75896 (SW6)</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 checked="" type="checkbox"/> IDEA, \$5000</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:Other:CSI, (CC IT) Estimated Amount</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. (SW3, 6):</p>	<p>SY 23/24 ELA Achievement Gap Target = 34%: 2% annual decrease within non-high needs & high needs student population. SY 25/26 - 30%</p> <p>SY 23/24 Math Achievement Gap Target = 33%: 2% annual decrease within non-high needs & high needs student population. SY 23/24 - 29%</p> <p>SY 23/24 Increase Students Expanding & Bridging/Reaching (level 4 & 5 = 4%) Proficiency by 2% annually.</p> <p>Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg. 6, 7, 8, 11, 12 & 13)</p>	<p>Consistent application of MTSS instructional support across all content areas.</p> <p>MTSS Intervention & Student Supports (w/in daily instruction)</p> <ul style="list-style-type: none"> GL Homeroom/Advisory & RTI A Intervention Block <ul style="list-style-type: none"> iReady Reading & Math Intervention (My Path Lessons) iReady Goal Setting & Monitoring Online curriculum subscriptions, classroom supplies & material, and equipment/tools. Consistent integration of Multi-tiered supports within daily instruction for all high need learners based on IEPs & TESOL: Six Principles of Exemplary Teaching of English Language Learners. <ul style="list-style-type: none"> Targeted Tiered 2 supports for EL and Gap learners (PTTs, subs for PD & program materials- Phonics for Learning) Extended after school & summer learning opportunities and tutoring. Multi-tiered differentiated instructional support and interventions including materials, supplies, programs & technology - e.g., iReady, Second Step, technology (repair, purchase and maintenance..) <p>Professional Development (PD)</p> <p>PD to support consistent implementation and integration of:</p> <ul style="list-style-type: none"> EL strategies, differentiation & modifications provided in Tier I instruction to address all learner needs (high & non-high) Individualized Educational Plan (IEP) supports implementation & modification Behavioral Support Plan development & implementation. Understanding impacts of Poverty & Trauma SIQ Seat Hours PD and/or TESOL Certified Teachers Specially Designed Instruction (SDI) PD FSC : GRADE & functional behavioral assessment tool (TeachTown) <p>Department Improvement Plans & Alignment</p>	<p>Department & Teams</p> <p>-Student data analysis & progress monitoring of growth through iReady Reading & Math (Team & Dept.)</p> <ul style="list-style-type: none"> Embedded in GL curriculum maps Evidenced in Learning Walks EL & SPED Care Coordinators <p>- Consistent application of MTSS instructional support across all content areas.</p> <p>- Consistent embedded MTSS Supports in all GL IT Curriculum Maps & Improvement Plans.</p> <p>-Learning Walk Data EL Design Team</p> <p>Target: SY 2025/26 Math 29% & ELA 30% Achievement Gap Target</p> <p>SY 2025/26 Increase Students Expanding & Bridging/Reaching (level 4 & 5) to 8%</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$30,000 <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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<ul style="list-style-type: none"> • Embedded MTSS Supports (differentiation, accommodations, & modifications w/in all GL IT Curriculum Maps & Improvement Plans. <p><u>Lead(s):</u> Team Teachers, EL GL IT & SPED Care Coordinators</p>			
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school, AND from middle school to high school, AND during non-traditional times (e.g., new students mid quarter).(SW 6)</p>	<p>Disadvantage/ Low SE: Out of 560 (as of 1/18/25), 436 students are at high risk in at least one category: 1) Assessments, 2) Attendance, 3) Discipline, 4) Marks, 5) Universal Screeners.</p> <p>Panorama (SY 23/24) results indicate overall percentages fall w/in a range of 40% to 57%.</p> <p>Reference student needs & root cause: 1A, 2B, 2C, 3A, 3B and 1 & 2: targeted sub group data (pg. 5 & 6 /8 & 9/10-13)</p>	<p>Middle Level Education Through Middle Level Education (ML), DMS builds the foundation of support through inclusive ML teaming, homeroom/advisory, academic monitoring, SEL guidance, team improvement planning, individual interventions, attendance & behavioral monitoring through weekly KID Talk, and SW MTSS Cadre planning support.</p> <ul style="list-style-type: none"> Online curriculum subscriptions, classroom supplies & material, equipment/tools and AMLE middle level resources. <p>Transitional Supports & Programing</p> <p>EL Students</p> <ul style="list-style-type: none"> EL Elementary Summer Transition Program EL Transition Articulations with feeder schools <p>IDEA/504</p> <ul style="list-style-type: none"> Articulation Transition meetings held for students with IEPs & 504 MP <p>Elementary to Middle Level Transition</p> <ul style="list-style-type: none"> Elementary Middle School visit Grade 6 orientation start day prior to Grades 7 & 8 starting Feeder school counselor articulation to identify supports & interventions for incoming students Summer bridge programs <p>New Student Transition</p> <ul style="list-style-type: none"> Orientation & support for non-traditional student start times. Transient student enrollment. <p>Middle to High School Transition</p> <ul style="list-style-type: none"> Grade 8 High School Visit Academy presentations in Pre-AVID, AVID Leadership classes and college & career fairs/HS presentation DMS support staff and FHS articulations (Academies, Dept., EL/SPED/504 Transitions...) <p>Lead(s): Team Teachers, GL Admin & MTSS Cadre</p>	<p>Team Improvement Plans to include:</p> <p>-Student data analysis & progress monitoring of growth in:</p> <p>-Attendance: chronic abs & YTD Attendance (LEI Kulia) at Team & KID Talk (Minutes)</p> <p>-DMS MTSS Cadre & Leadership Team Beh. Data Reviews.</p> <p>-Panorama data review & alignment to Team behavioral plans.</p> <p>Target(s): Overall 5% increase in SEL Panorama Spring 23/24 percentages in SY 25/26: <i>Emotional Regulation, Perseverance, Growth Mindset, Self-Efficacy, Self-Management, Sense of Belonging, Social Awareness, Supportive Relationships (new - Baseline)</i></p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: Reach, \$</p> <p><input checked="" type="checkbox"/> Grant: Uplinks, \$</p> <p><input checked="" type="checkbox"/> Grant: Gear Up, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>Science HSA/NGSS Proficiency All students increase Science proficiency by the end of eighth grade.(SW3, 6):</p>	<p>Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg. 6, 7, 8 & 11)</p> <p>SY 2023/24 Science SBA Proficiency Targets 22% proficiency</p>	<p>Science Curriculum Mapping</p> <ul style="list-style-type: none"> • GL IT integrated Curriculum Maps • Online curriculum subscriptions, classroom supplies & material, and equipment/tools. • Multi-Tiered support embedded in daily instruction to address all learner needs. <p>Professional Development (PD)</p> <ul style="list-style-type: none"> • Consistent implementation & integration of PD <ul style="list-style-type: none"> ◦ Amplify alignment with NGSS Interim assessments ◦ Amplify supplementary resources & materials ◦ NWEA Map Science screener (pre, mid & post assessment) & analysis of student data (EAA) <p>Department Improvement Plans & Alignment</p> <ul style="list-style-type: none"> • GL Science Impact Team - Consistent implementation of EAA Team Meeting Analysis of Student WorkAnalysis: Science IAB, iReady, Amplify Unit Assessments, & teacher created assessments. <ul style="list-style-type: none"> ◦ Learning Intentions (LI) & Success Criteria (SC) <ul style="list-style-type: none"> ■ Co-Construction of SC ◦ Evidence, Analysis & Action of Student Work • Development of Dept. Improvement & Alignment Plans <ul style="list-style-type: none"> ◦ Integrated EAA Process • EL strategies, differentiation & modifications provided in Tier I instruction to address all learner needs (high & non-high) • Grade Level participation in District Science Fair <ul style="list-style-type: none"> ◦ Application of learning through science fair projects aligned to GL curriculum, essential skills & standards. <p>Lead(s): Science Dept. Head, Science Dept. Admin, Science Dept. IT facilitator</p>	<p>Department & Teams</p> <p>-Progress monitoring of student growth through NWEA Science MAP data analysis (pre, mid & post) through GL IT & Dept.</p> <p>-NGSS IAB Interims data analysis (EAA)</p> <p>-Amplify Unit Assessments</p> <p>- Consistent application of MTSS instructional support across all content areas.</p> <p>-Learning Walks</p> <p>Target: Current Science Proficiency: 2% annual growth to reach 26% proficiency in SY 25/26</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>DMS Instructional Framework To build teacher collective efficacy & foundational knowledge to address all learner needs. (SW3, 6):</p>	<p>Current SW academic growth and proficiency: ELA, Math, Science and Gap Groups.</p> <p>Proficiency Levels SBA Math - 14% EL - 42% SPED- 36% Disad - 41%</p> <p>SBA ELA- 30% EL - 44% SPED- 40% Disad - 48%</p> <p>HSA/NGSS - 22%</p> <p>Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg. 6, 7, 8 & 12-13)</p>	<p>DMS Instructional Framework & Instructional Leadership Training Professional Development (PD)</p> <p>Leadership Support & Coaching</p> <ul style="list-style-type: none"> Progress & Data Analysis Goal & Target Setting Tier 2 & 3 Student Academic Supports <p>Foundational Learning</p> <ul style="list-style-type: none"> Essential components include: Learning Intentions (LI), Success Criteria, Evidence, analysis & Action (EAA), Student Clarity Deliberate practice & implementation, and CIA Alignment <p>Department Support & Coaching</p> <ul style="list-style-type: none"> PD pull outs & stipend days by department Build teacher collective efficacy <p>Instructional Leadership Team (DMS Leadership Team)</p> <ul style="list-style-type: none"> Leadership Team Member Coaching & Mentoring Supports (HCIL) Leadership Meetings to action item planning, monitor SW systems, programming & supports (stipend, sub, recall days and meeting days). <p>Lead(s): Core Leadership Team (Admin & CRTs)</p>	<p>Departments & Leadership Team -Leadership Team - Student progress data monitoring, analysis: iReady Reading & Math, and NWEA Map Science, Gap groups.</p> <p>Targets: Proficiency Outcomes Science - 26% Math - 20% ELA - 36%</p> <p>Growth Outcomes Math Growth- 56% ELA Growth- 65%</p> <p>High Needs Achievement Gap Target Math 29% & ELA 30%</p> <p>EL Students Expanding & Bridging/Reaching (level 4 & 5) Increase to 8%</p> <p>PD Outcomes -Increased teacher collective efficacy & Leadership Team foundational skills: 1) Positive student academic outcomes</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:CSI, \$120000 (CC IT)</p>
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			2) Effective Leadership development & communication		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Position 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?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. (SW 6)	<p>34% of students were chronically absent in SY23/24. Currently (as of 1/1/25), 16% of students are chronically absent.</p> <p>SEL Panorama (SY 24/25 - Winter) results indicate overall percentages fall w/in a range of 39% to 83%.</p> <p>Reference student needs & root cause: 1A, 2B, 2B, 2C, 3C and 1 & 2: targeted sub group data (pg. 6-13)</p>	<p>Middle School Practices: Grade Level Teams</p> <ul style="list-style-type: none"> Homeroom/Advisory <ul style="list-style-type: none"> Building connections/relationships with adults & peers Team bonding & building community of learners. Monitoring & dev. of interventions for chronic abs & YTD Attend at weekly KID Talk & Team meetings & minutes. Social Emotional Learning (SEL) alignment with PBIS SMART Goal Setting - targeting student w/high at-risk behaviors (Emotional Regulation, student self-empowered learner...) Team & MTSS Cadre review and analysis of Panorama data to address: Sense of belonging, self-management & self-efficacy <p>Out of School Programing: to support academics & engagements</p> <ul style="list-style-type: none"> Tutoring & remediation supports High interest area electives After School Programming & Enrichment (e.g., eSports, extramurals, dance, robotics, yearbook, wrestling...) <p>Lead(s): Collaborations of Grade Level (GL) Teams , GL Counselors & GL Admin</p>	<p>Attendance Reviews -DMS Leadership & MTSS Cadre data review: Panorama, Attend, Beh. & Chronic Abs</p> <p>Team Improvement Plans to include: -Student data analysis & progress monitoring: -Attendance: chronic abs & YTD Attendance (LEI Kulia) at Team & KID Talk (Minutes) -Panorama data review & alignment to Team behavioral plans. -Team will track & monitor increase in high-risk student achievement &</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant:Uplinks, \$</p> <p><input checked="" type="checkbox"/> Grant: Reach, \$</p> <p><input checked="" type="checkbox"/> Grant: Gear-up, \$</p> <p><input checked="" type="checkbox"/> Other:Student Activity Fees (SAF), \$</p>

			<p>participation in Team PBIS Activities</p> <p>Target(s): Overall 5% increase in SEL Panorama Spring 23/24 percentages in SY 25/26: <i>Emotional Regulation, Perseverance, Growth Mindset, Self-Efficacy, Self-Management, Sense of Belonging, Social Awareness, Supportive Relationships (new - Baseline)</i></p>	
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<p>1.2.2. All students demonstrate positive behaviors at school. (SW 6)</p>	<p>SEL Panorama (SY 24/25 - Winter) results indicate overall percentages fall w/in a range of 39% to 83%.</p> <p>In SY23/24, only 10.9 % of students were suspended versus 89% of Non- Suspended students.(SSIR)</p> <p>As of 1/1/25, 72% of referrals come from the Classroom (39%) & Common Areas (33%).(LEI Kulia</p> <p>Reference student needs & root cause: 1A, 2A, 2B, 2C, 3A, 3B and 1 & 2: targeted sub group data (pg. 6-11)</p>	<p>Middle School Practices: Grade Level Teams</p> <p>Data aligned behavioral initiatives & interventions to support individual student(s), teams, and school wide (LEI Kulia, Panorama, behavioral support plans:</p> <ul style="list-style-type: none"> Behavioral monitoring at weekly KID Talk/Team meetings: identify interventions & support to address concerns in a timely manner (Minutes). School Wide & Team PBIS initiatives Social Emotional Learning (SEL- Second Step) & Team Building activities Trauma & Behaviorally challenged environment. <p>Multi-Tiered Systems:</p> <ul style="list-style-type: none"> Tier I: Team Data Analysis: SEL Guidance, Behavior Plans, classroom interventions, PBIS interventions, After School Programs (enrichment, tutoring, homework assistance...). Tier II: Individualized counseling & Groups - counselors & BHS (behavioral referrals, suspensions and interventions) Tier III: Community Counseling & programs coordination/support (YMCA supplemental support) <ul style="list-style-type: none"> Pride Kupono Academy (PKA) - Alternative Tier 3 behavioral supports & interventions <p>Lead(s): MTSS Cadre (Counselors, SAC, Community School Coordinator, Admin...) & Grade Level (GL) Team Leaders</p>	<p>Behavioral Intervention Monitoring:</p> <p>-DMS MTSS Cadre & Leadership Team to conduct Beh. Data Reviews. Sources include: LEI Kulia, Panorama..</p> <p>Target:</p> <p>-5% decrease in Classroom offenses in SY 25/26.</p> <p>-2% decrease in the number of students that receive suspensions.</p> <p>-5% decrease class A & B offenses.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:Uplinks, \$ <input checked="" type="checkbox"/> Grant: Reach, \$ <input checked="" type="checkbox"/> Grant: Gear-up, \$ <input checked="" type="checkbox"/> Other:Student Activity Fees (SAF), \$
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning. (SW 6)</p>	<p>SEL Panorama (SY 24/25 - Winter) results indicate overall percentages fall w/in a range of 39% to 83%.</p> <p>In SY23/24, only 10.9 % of students were suspended versus 89% of Non- Suspended students.(SSIR)</p> <p>As of 1/1/25, 72% of referrals come from the Classroom (39%) & Common Areas (33%).(LEI Kulia</p> <p>Reference student needs & root cause: 1A, 2A, 2B, 2C, 3A, 3B and 1 & 2: targeted sub group data (pg. 6-11)</p>	<p>Na Hopena A'o (HA) SW integration:</p> <ul style="list-style-type: none"> • Coordinate faculty & staff training during 21 Hour PD on the Na Hopena A'o (HA) framework. • School Wide & Team identify integration of HA framework into school wide activities & Team Improvement Plans to foster connectedness, relationships and engagement with adults & peers. • Gr. 7 integrate HA framework lessons into instruction • SW alignment plan of State & School initiatives to build Student Self-Empowered - Panorama SEL- Second Step, PBIS, DMS Mission & Vision, Nā Hopena A'o (HĀ), Āina Aloha Competencies, & PRIDE <p>Lead(s): MTSS Cadre (Counselors, SAC, Community School Coordinator, Admin...), Gr. 7 Social Studies Impact Team & Grade Level (GL) Team Leaders.</p>	<p>Outcomes Fostering a school community where students feel a sense of self-empowerment allowing them to take responsibility & ownership over their learning, and transfer their thoughts & knowledge into purposeful action.</p> <p>Target(s): Overall 5% increase in SEL Panorama Spring 23/24 percentages in SY 25/26: <i>Emotional Regulation, Perseverance, Growth Mindset, Self-Efficacy, Self-Management, Sense of Belonging, Social Awareness, Supportive Relationships (new - Baseline)</i></p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" 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"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <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>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their middle school experience, engage in a variety of career, community, and civic opportunities. (SW 6)</p>	<p>SEL Panorama (SY 24/25 - Winter) results indicate overall percentages fall w/in a range of 39% to 83%.</p> <p>Reference student needs & root cause: 3A, 3B & 1 & 2: targeted sub group data (pg. 9-13)</p>	<p>Community Opportunities</p> <ul style="list-style-type: none"> • College & Career Fair • Winter concert- community booths <p>Career Opportunities</p> <ul style="list-style-type: none"> • Exploratory wheel/electives <ul style="list-style-type: none"> ◦ Computer Science, AVID/Leadership, Health & Fitness, Media, Digital Art, Glee, etc. • Field trips to Universities/ Community Colleges on island • FHS Academies Visit & Presenstions <p>Civic Opportunities</p> <ul style="list-style-type: none"> • Ha'aHa'a Program community service project (in-school & out of school) • Team Bonding & Campus beautification • 8th Grade - Holiday Service Project w/River of Life <p>Lead(s): SAC, Team Teachers, MTSS Cadre</p>	<p>Target(s): Overall 5% increase in SEL Panorama Spring 23/24 percentages in SY 25/26: <i>Emotional Regulation, Perseverance, Growth Mindset, Self-Efficacy, Self-Management, Sense of Belonging, Social Awareness, Supportive Relationships (new - Baseline)</i></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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:Uplinks, \$ <input checked="" type="checkbox"/> Grant: Reach, \$ <input checked="" type="checkbox"/> Grant:Gear-up, \$ <input checked="" type="checkbox"/> Other:Student Activity Fees (SAF), \$

<p>K-12 Alignment</p> <p>1.3.2. All middle school students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways (e.g., Career Academies, International Baccalaureate, CTE). (SW 6)</p>	<p>SEL Panorama (SY 24/25 - Winter) results indicate overall percentages fall w/in a range of 39% to 83%.</p> <p>Reference student needs & root cause: 3A, 3B & 1 & 2: targeted sub group data (pg. 9-13)</p>	<p>Create positive & enriching learning environments that prepare students for future learning applications.</p> <p>Summer Learning Opportunities</p> <ul style="list-style-type: none"> • EL/ELO Summer Enrichment Program • Summerbridge: incoming 6th graders <p>College & Career Pathways/High School Academies</p> <ul style="list-style-type: none"> • Elective & Enrichment Opportunities <ul style="list-style-type: none"> ◦ STEM/Computer Science courses offered to students (Ag Tech, CTE aligned classes...) ◦ Extra- or co-curricular activities (e.g.HONSEF, Olelo Media events, eSports...) • Pre-AVID & AVID/Leadership Courses offered to students <ul style="list-style-type: none"> ◦ College Readiness ◦ FHS Academies Visit & Presenstions ◦ Academies Introductory visits in Pre-AVID Classes <p>Afterschool Enrichment & Tutoring</p> <ul style="list-style-type: none"> • Afterschool Tutoring is offered through Haa'haa After School Program <p>Lead(s): AVID Teachers, SAC, Community Schools Coordinator & Admin</p>	<p>Target(s):</p> <p>Overall 5% increase in SEL Panorama Spring 23/24 percentages in SY 25/26: <i>Emotional Regulation, Perseverance, Growth Mindset, Self-Efficacy, Self-Management, Sense of Belonging, Social Awareness, Supportive Relationships (new - Baseline)</i></p> <p>100% of 8th grade students will be prepared to select registration to high school academies.</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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:Uplinks, \$ <input checked="" type="checkbox"/> Grant: Reach, \$ <input checked="" type="checkbox"/> Grant: Gear-up, \$ <input checked="" type="checkbox"/> Other:Student Activity Fees (SAF), \$
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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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
2.2.1. All teachers positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27. (SW 6)	As of January 27, 2025, 32 out of 55 (58%) teachers have met the SIQ required hours/credits and/or TESOL certification. Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg. 6, 7, 8, 11, 12 & 13)	SIQ/ TESOL Certification <ul style="list-style-type: none"> PD opportunities for SIQ credits/hours and TESOL certification will be shared with teachers as they come up through the School Year <ul style="list-style-type: none"> Sheltered Instruction 21 Hour PDs - Instructional Strategies TESOL: Six Principles of Exemplary Teaching of English Language Learners. Contract SIQ Seat Hour trainer for 21 hr. PD (West Ed) Email individual teacher on SIQ or TESOL Certification achievement progress EAs, BSHA & Paraprofessionals will participate in Sheltered instructional PDs on PC Waiver Days. Lead(s): EL Coordinator and EL Admin	-Progress monitored through SIQ Report. -Email teachers on current SIQ status. Target: By the end of SY 2025/26, 75% of DMS teachers will receive their SIQ hours or TESOL Certification. By the end of SY 2025/26, EAs & BSHA will participate in a minimum of 10 hours	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Other: __, \$

			of Sheltered Instruction PD.	
2.1.2. All teachers are effective or receive the necessary support to become effective. (SW 6)	SY 24/25 HQT Teachers: 70.57% Non-HQT Teachers: 29.43% (eHR For HQ)	<p>DMS Instructional Model: All DMS teachers will participate in Impact Team (IT) four (4) Waiver Day PDs to strengthen data aligned instructional practices and monitoring to ensure student learning outcomes</p> <ul style="list-style-type: none"> Additional PD sessions for IT Grade Level (GL) Teams throughout the year will reinforce and support implementation/integration of instructional models embedded in GL instructional pacing guides. <p>Multi-Tiered Instructional PD:</p> <ul style="list-style-type: none"> Differentiation/Multi-tiered instructional support PD to meet student needs & increase engagement for all learners: SPED, EL, Non-High Needs, Disengaged, At-Risk <p>Individual or Targeted Instructional Supports to increase effectiveness of instruction (Subs/Stipend days for PD) :</p> <ul style="list-style-type: none"> EL (SIQ), iReady PD, IT, Individual supports targeting individual needs, SPED and additional necessary PD to support CIA effectiveness (NID PTT support) Sub and PD fees costs <p>CLSD Grant Reading Coach</p> <ul style="list-style-type: none"> Reading Coach to provide SW support and implementation of literacy implementation plan. <p>Lead(s): GL Admin, Coaching Support Staff, DH Leadership</p>	<p>Department: Instructional Outcomes: -Monitoring of GL Impact Team Curriculum Map alignment -Learning Walk Data -Student Outcome: iReady Reading & Math, MWEA MAP, Daily attendance & Chronic Abs, behavior and learning outcomes (failure/grades)</p> <p>Targets: 100% of Teachers will work or achieve HQ status.</p>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title I - \$8000 <input checked="" type="checkbox"/> Other: CLSD State Grant, \$ (Teacher/coach position and supplies & materials) \$49,000
2.2.2. All schools' support staff are effective or receive the necessary support to become effective. (SW 6)	Create a positive learning environment for all students: SEL Panorama (SY 22/23) results indicate overall percentages fall	<p>All support staff will be afforded the opportunity to increase their leadership & professional growth enabling them to become effective in their roles.</p> <ul style="list-style-type: none"> Classified Department Improvement Plans & Role expectations: EAs, Cafe, Office, Security, Tech & Custodians EL (SIQ) PD for individuals (EAs, PTT/PPTs, BSHA...) supporting instruction for EL learners. 	<p>100% of Classified Dept. Leads/ Heads will create Dept. Improvement Plans.</p> <p>Overall 5% increase in SEL Panorama Spring 22/23 percentages in SY 24/25</p>	<input type="checkbox"/> Title I - \$3000 <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Other: __, \$

	<p>w/in a range of 44% to 57%.</p> <p>Reference student needs & root cause: 3C (pg. 9-11)</p>	<ul style="list-style-type: none"> • Protocols/procedures, schedules or process development to create a positive working environment. • Professional Development (PD) <ul style="list-style-type: none"> ○ On-line and in-person support training modules ○ Sub and PD fees costs <p>Lead(s): Leads or Dept Supervisors & Admin</p> <p>Suggestions:</p>	<p>100% of all employees participate in the review of OSY Packets, Onboarding System of all new employees & goal setting within PASs (non-certificated staff).</p>	
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Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. (SW2, 5, 6):	<p>Low representation from all stakeholder role groups.</p> <p>Lack of language interpreters and interpreted documents to encourage collaborative communication.</p> <p>Reference student needs & root cause: 3C (pg. 8/9)</p>	<p>Create an inclusive School Community Council:</p> <ul style="list-style-type: none"> • SCC monthly meetings schedules, alternating quarterly virtual meetings with in-person: Identify best times & dates to increase SCC role group participation • Create a running SCC Monitoring Agenda document that includes timeline, deliverables & agenda items. • Encourage SCC role groups involvement & voice through community outreach and increase communication to share invitations: <ul style="list-style-type: none"> ◦ Parents: Food Pantry, Talking Points, School messenger, parent committees, Family Resource Center (FRC), Parents Advisory Committee, Parent Engagement/Talk Story/Cultural Sessions, Talking Points invites, parent engagement activities and events. ◦ Community: Community events, DMS Community School Hui Meeting, SCC meeting invites... 	<p>Increased participation of required stakeholders represented at SCC Mtgs.</p> <p>Increased positive rating on SCC self-assessment survey</p> <p>Monitor SCC Agenda document with running meeting schedules & timelines.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$5000</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"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: FRC community schools, \$ __</p>

		<ul style="list-style-type: none"> ○ School Personnel: Meeting date & notes to allow increased participation and communication, showcase, ... <ul style="list-style-type: none"> ■ Positive affirmation to increase collaboration and partnerships with parents. ○ Students: Student Leadership representatives, Student Council representative input, Leadership Class input... ● Create opportunities for SCC to be an integral part of the DMS school improvement community: <ul style="list-style-type: none"> ○ Provide input surveys & information in different languages ○ Identify optional meeting opportunities: in-person & virtual, different meeting times to meet needs of stakeholder, <p><u>Lead(s):</u> SCC Chair, Administration, and Community Schools Coordinator (CSC)</p>		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
Family and Community Engagement Improve communication, voice & collaboration from Community and Parents to allow for partnerships and collaborative decision making that support student outcomes. (SW2, 4, 5, 6):	By strengthening parent, community and school partnerships, DMS will foster a supportive and collaborative learning environment that connects students system of support within the home, school and community support systems. Reference student needs & root cause: 2A, B & C; 3B & C (pg. 8-11)	As a DMS community, our goal is to collaboratively align our Vision & Mission and beliefs with our school improvement efforts to ensure positive student outcomes. Increase Community Communication & Collaboration: <ul style="list-style-type: none"> Community Schools Hui Meetings: develop Parent, community agencies & programs <ul style="list-style-type: none"> Community School Coordinator (CSC) Development of a Family Resource Center (FRC) Creating a culture of collaboration by identifying the "Why, What & How" of our school improvement efforts. (Contracted facilitation of process) <ul style="list-style-type: none"> Building a positive & collaborative school culture through: Rebranding who we are as a school community Clearly defining our Mission, Vision & Beliefs, Identify ways to increase communication and engagement with stakeholders; <ul style="list-style-type: none"> BSHA interpretation & communication, TalkingPoints, Fall & Spring SLC, events & meetings, mailers & flyers supplies (stamps, envelopes, paper...) Cultural based community events blending with academics (i.e., Cultural presentations with food, 	DMS will see improvements in student academic performance (SBA, HSA & iReady Reading & Math); attendance rates (Chronic Abs, Tardies, Daily Attend rate); parent & community involvement; and decrease in the number of students in the at-risk or high risk categories	<input checked="" type="checkbox"/> WSF, \$5000 <input checked="" type="checkbox"/> Title I, Prog ID #18935 \$4690 & ID #18902 \$8000 <input type="checkbox"/> <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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:CSI, \$120000 <input checked="" type="checkbox"/> Other: FRC

		<p>projects,, authors representing different community cultures...).</p> <p>Building comprehensive supports for Students & Families</p> <ul style="list-style-type: none"> • Basic necessities: Food Pantry, access to laundry, donations for uniforms, school supplies & necessities. • DMS Health Center, Keiki Nurse & UH Collaborations • Enrichment activities to increase engagement & learning for all students (e.g., STEM Night, Literacy Night...) • Title I Student Planners <p>Lead(s): DMS Community Schools Coordinator</p>		
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APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Sanford B. Dole 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>)	1068
Did your school submit a SCC Waiver Request Form? Please explain.	As a CSI identified school, DMS submitted a waiver request to provide our faculty & staff with 2 additional waiver days to allow for professional collaboration (PC) to ensure greater student performance outcomes. DMS will have 4 total quarterly waiver days to support data aligned curriculum, instruction & assessments that meet the needs of our student population.
Bell Schedule: DMS Tentative Bell Schedule for SY 2025/26	

SY 2025/226 DMS Bell Schedule

Time	Monday (A)	Time	Tuesday (B)	Time	Wednesday (C)	Time	Thursday (D)	Time	Friday (E)
7:55 - 8:00	Opening	7:55 - 8:00	Opening	7:55 - 8:00	Opening	7:55 - 8:00	Opening	7:55 - 8:00	Opening
8:00 - 8:45	Period 1	8:00 - 9:30	Period 3	8:00 - 9:30	Period 6	8:00 - 9:30	Period 5	8:00 - 9:30	Period 4
8:45 - 9:34	Period 2	9:30 - 9:45	Recess	9:30 - 9:45	Recess	9:30 - 9:45	Recess	9:30 - 9:45	Recess
9:34 - 9:49	Recess	9:49 - 11:19	Period 5	9:49 - 11:19	Period 2	9:49 - 11:19	Period 1	9:49 - 11:19	Period 6
9:53 - 10:38	Period 3	11:23 - 11:53	6th & 8th Lunch / 7th SEL	11:23 - 11:53	6th & 8th Lunch / 7th RTI Block	11:23 - 11:53	6th & 8th Lunch / 7th SEL	11:23 - 11:53	6th & 8th Lunch / 7th RTI Block
10:42 - 11:27	Period 4	11:57 - 12:27	7th Lunch / 6th & 8th SEL	11:57 - 12:27	7th Lunch / 6th & 8th RTI Block	11:57 - 12:27	7th Lunch / 6th & 8th SEL	11:57 - 12:27	7th Lunch / 6th & 8th RTI Block
11:31 - 12:01	6th & 8th Lunch / 7th RTI Block	12:31 - 2:01	Period 1	12:31 - 2:01	Period 4	12:31 - 2:01	Period 3	12:31 - 2:01	Period 2
12:05 - 12:35	7th Lunch / 6th & 8th RTI Block	2:01 - 2:05	Closing	2:01 - 2:05	Closing	2:01 - 2:05	Closing	2:01 - 2:05	Closing
12:38 - 1:24	Period 5	2:05 - 2:55	Team Meetings Wh 1: KID Tsk Wh 2: Team Planning Wh 3: KID Tsk Wh 4: Team Planning Wh 5: KID Tsk	2:05 - 2:55	Dept / Impact Team Meeting Agenda coordination with Dept. CH, CRT & Admin. Submit meeting notes & sign-in @ the end of each meeting to Dept. Admin. All Dept. members are required to be present to do a 45 min. informal swap with prep to ensure consistency of communication & planning. Meetings will promptly begin at 2:05 PM	2:05 - 2:55	Faculty Meeting	2:05 - 2:55	Dept / Impact Team Meeting Agenda coordination with Dept. CH, CRT & Admin. Submit meeting notes & sign-in @ the end of each meeting to Dept. Admin. All Dept. members are required to be present to do a 45 min. informal swap with prep to ensure consistency of communication & planning. Meetings will promptly begin at 2:05 PM
1:28 - 2:13	Period 6			2:05 - 2:55		2:55 - 3:55	21 Hour PD or Admin Extended (1 hour) *Extended 5 days	2:05 - 2:55	
2:15 - 2:55	Alternating Impact Teams Or Team Planning Impact Team & Team Meeting will alternate weekly. Please look at weekly announcements & master calendar to confirm meeting schedule. Meetings will promptly begin at 2:13 PM. Meeting notes submitted after the meeting to GL Admin.			2:05 - 2:55		2:55 - 3:55	21 Hour PD or Admin Extended (1 hour) *Extended 5 days	2:05 - 2:55	

****Clarification on Pacing Guides, Team Kid Task, Team Planning / Prep, Faculty, and Department are listed in the Admin Designated Non-Instructional Times.**

Optional Bell Schedule: <ul style="list-style-type: none"> 4 day week: Elimination of Monday (A) bell schedule 3 day week: Elimination of Thursday (D) and Friday (E) bell schedule 2 day week: Elimination of Monday (A), Tuesday (B) and Wednesday (C) bell schedule 1 day week: Elimination of Tuesday (B), Wednesday (C), Thursday (D), and Friday (E) bell schedule 	Clarifications: <ul style="list-style-type: none"> "A" days have 45 minute periods and include all 6 periods. "B", "C", "D" & "E" days have 90 minute periods and includes 3 periods a day. Weekly every class will meet the same amount of time. In a 5 day week period, each period will meet 3 times a week for 225 minutes. 55 minutes of Faculty, Kid Task, and Department Meetings during a 5 day week.
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Weekly Schedules		Prep Period	Department/Preparation Times	Prep Period	Departments
Weekly Schedule 5	Schedule A, B, C, D & E	1	Science Dept, Computer Science/STEM (7)	4	SS Dept, RTI 6, RTI 7, RTI 8 (9)
Weekly Schedule 4	Schedule B, C, D & E	2	Math Dept, SPED Math/Science 6/7/8 (9)	5	Digital Art, Media, Polynesian Music (3)
Weekly Schedule 3	Schedule A, B, & C	3	ELA Dept, SPED ELA/SS 6/7/8 (9)	6	PE 6, Health/SEL, Fitness, Pre-AVID, Lead/AVID (5)
Weekly Schedule 2	Schedule D & E				
Weekly Schedule 1	Schedule A				