



Sanford B. Dole Middle School

Academic Plan

SY 2026-2027

1803 Kamehameha IV Road
Honolulu, Hawaii 96819

(808)305-5300

- ☒ Title I School
☐ Non-Title 1 School

<https://www.dolemiddleschool.org/>

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- *Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.*
- *Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.*
- *Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.*

Submitted by Principal Mavis S. Tasaka

Apr 7, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.

Date
04/08/2026

Rochelle Mahoe (Apr 8, 2026 15:20:54 HST)

Directions for completing the Middle School Academic Plan template can be found in the [Academic Plan Template Guidance document](#) and [Middle Level School Profiles AcPlan Incorporation School Guide](#).

TABLE OF CONTENTS

VISION, MISSION, VIABLE QUALITY CURRICULUM.....	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....	4
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	4
IDENTIFIED SCHOOL NEEDS.....	5
PRIORITY 1.....	7
★ GOAL 1.1.....	7
★ GOAL 1.2.....	10
★ GOAL 1.3.....	12
PRIORITY 2.....	14
PRIORITY 3.....	15
★ GOAL 3.3.....	15
★ Family and Community Engagement.....	16
★ Other Systems of Support.....	17
APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....	18
APPENDIX B: BELL SCHEDULE.....	21

SCHOOL VISION AND MISSION

Vision Statement	Take Pride, Strive High
Mission Statement	Strive to show Persistence, Respect, Integrity, Determination, Excellence to affect positive change (PRIDE)

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	'19 EL Education 6-8 Lang... ▾	i-Ready Classroom Mathe... ▾	Amplify Science	Teacher Created Materials
Grade 7	'19 EL Education 6-8 Lang... ▾	i-Ready Classroom Mathe... ▾	Amplify Science	History of the Hawaiian Kingdom and Pacific Nations & Territories
Grade 8	'19 EL Education 6-8 Lang... ▾	i-Ready Classroom Mathe... ▾	Amplify Science	Teacher Created Materials

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may 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	- i-Ready Reading - Teacher ToolBox, Assessment & Instruction - Sonday Reading Intervention - Teacher Adapted Materials - Phonics for Reading	- i-Ready Math - Teacher Tool Box, Assessment & Instruction - Do the Math - Teacher Adapted Materials	Teacher Adapted Materials	Teacher Adapted Materials

	• DIBELS			
English Learners Grades 6, 7, & 8	• i-Ready Reading - Teacher ToolBox, Assessment & Instruction • Sonday Reading Intervention • Teacher Adapted Materials • Phonics for Reading • DIBELS	• i-Ready Math - Teacher Tool Box, Assessment & Instruction • Do the Math • Teacher Adapted Materials	• Teacher Adapted Materials	• Teacher Adapted Materials
Others: Pre-Referral Intervention Tutoring Grades 6, 7, & 8	• i-Ready Reading - Teacher ToolBox, Assessment & Instruction • Sonday Reading Intervention • Teacher Adapted Materials • Phonics for Reading • DIBELS	• i-Ready Math - Teacher Tool Box, Assessment & Instruction • Do the Math • Teacher Adapted Materials	• Teacher Adapted Materials	• Teacher Adapted Materials

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

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: HMTSS - R Action Plan

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA [2627 DMS CNA 2026-27 Revised 2/3/26 - Version #2](#)
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report [2425 DMS VC Mid Term Report](#)

Year of Last Visit: 2025

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: 2028

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2028

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.

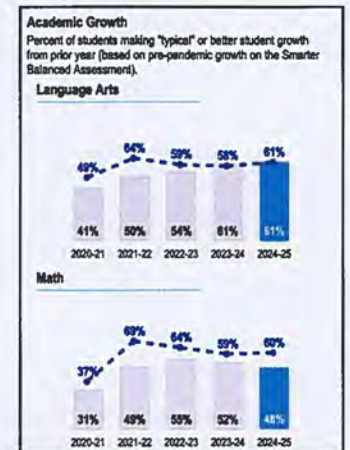
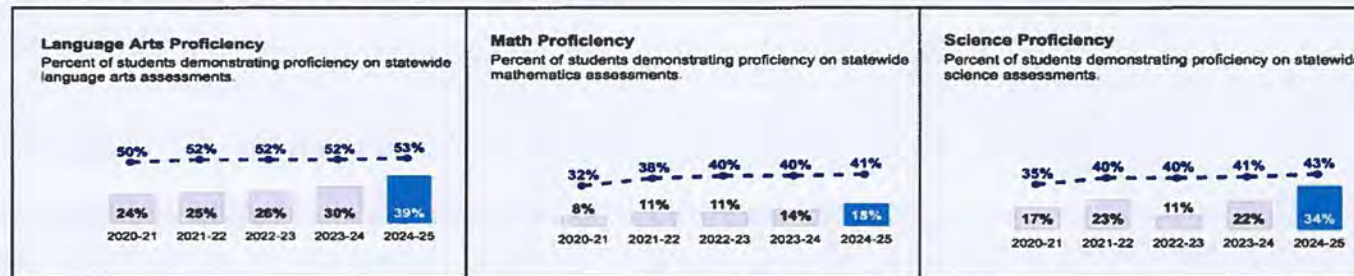
1

Student Need: (SW1): Increase overall student academic proficiency on the SBA Math, SBA Reading, and NGSS/HSA Science.

Data Summary: While 5-year trends show steady gains in Math and ELA, and a significant 11% surge in Science (SY 24-25), proficiency levels across all three subjects remain well below the state average. Over the last 5 years, DMS has displayed Academic Growth in ELA scores and a slight decline in Math in the last 2 years. These overall gains will continue to strengthen our growth over time allowing the school to build the foundation for greater proficiency in the future.

State Assessment Proficiency Data by Subject Area

(comparison of School results and state averages on the dotted line)



Root/Contributing Cause:**1A) Inconsistent daily application of Tier 1 and Tier 2 instructional support.**

Contributing Factors: Variable frequency in differentiation, scaffolding, and reteaching within core instruction creates a gap in targeted intervention. This gap drives student disengagement and chronic absenteeism, preventing learners from reaching the mastery required to meet or exceed state benchmarks.

1B) Systemic Mastery of Instructional Models

Contributing Factors: While teacher collective efficacy is increasing, the implementation of Learning Intentions (LI), Success Criteria (SC), and the Evidence, Analysis, & Action (EAA) cycle is still in the "developmental phase." Intermittent school-level application of PD has slowed the transition from "learning the process" to "consistent classroom practice."

1C) Curricular Alignment & Assessment Integration

Contributing Factors: Intermittent application of the EAA cycle into common practice, student co-construction of Success Criteria to increase student clarity, and "deliberate practice" remains inconsistent within some GL IT Teams. Shifting mindset from compliance to common practice will be a key support in intermitted application.

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

The achievement gap between 'High Needs' and 'Non-High Needs' students is narrowing significantly in core areas. In Language Arts, the gap decreased from 44.5% in 2022-23 to 18.5% in 2024-25. Math saw the most dramatic improvement, with the gap reducing to 9.2%. While the Science gap showed a minor decrease to 32.9% this year, it remains the widest achievement gap and has grown since the 2021-22 baseline of 25.7%.

Achievement Gap: Difference in proficiency rates between Non-High Needs & High Needs Students

School Year	Reading			Math			Science			SY 2024/25 Equity in Student Learning
	Non-High Needs	High Needs	Achievement Gap	Non-High Needs	High Needs	Achievement Gap	Non-High Needs	High Needs	Achievement Gap	
2021-22	55.5%	19.7%	35.8%	33.3%	7.1%	26.2%	43.2%	17.5%	25.7%	Language Arts Non-High Needs: 56%, High Needs: 38%, Achievement Gap: 19% Math Non-High Needs: 27%, High Needs: 18%, Achievement Gap: 9% Legend: ■ Non-High Needs: Percent of students demonstrating proficiency who are not High Needs ■ High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students □ Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students
2022-23	66.6%	22.1%	44.5%	33.3%	8.9%	24.4%	42.8%	9.3%	33.5%	
2023-24	62.5%	28.8%	33.7%	45.8%	12.5%	33.3%	60.0%	20.3%	39.7%	
2024-25 STRIVE HS	56.0%	37.5%	18.5%	26.8%	17.6%	9.2%	64.2	31.3%	32.9%	

Source: CNA Workbook 2025

Root/Contributing Cause:

2A) Intermittent application of High Needs student data and multi-tiered system of instructional support in the general education or Tier I setting.

- Collective teacher efficacy & integration of deliberate practice needs to be applied in all settings to ensure high needs students receive multi-tiered 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) Intermittent school-wide integration of specialized instructional frameworks (TESOL 6 Principles and Sheltered Instruction) and IEP-mandated modifications across content areas.

- Varying levels of consistent implementation/integration across all content areas of individualized student supports and services: goals & objectives, accommodations, modification, supports and services.
- Varying HQ status and implementation levels of Sheltered Instruction accessible to all English Learners by all teachers.
- Teachers are in varying stages of integrating EL-specific supports and IEP modifications across all core content areas, leading to uneven access to complex standards.

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 implementation of TESOL instructional supports and principles within daily instructional practices.

3

Student Need: Increased Middle Level implementation and Social Emotional Learning (SEL) supports/interventions 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).

Behavioral Incidences	SCHOOL YEAR					
	2022-23		2023-24		2024-25	
SUSPENSIONS	#	%	#	%	#	%
Non-Suspended	442	83.3%	506	89.0%	517	91.6%
Suspended	88	16.6%	62	10.9%	47	8.3%
Class A	79	65.2%	68	72.3%	41	68.3%
Class B	13	10.7%	10	10.6%	13	21.6%
Class C	10	8.2%	13	13.8%	5	8.3%
Class D	19	15.7%	3	3.1%	1	1.6%

Suspension by Type of Incidents	SCHOOL YEAR		
TYPE OF INCIDENT	2022-23	2023-24	2024-25
Violence	132	120	69
Property	9	2	7
Illicit Substances	42	26	11

Source: CNA Workbook 2025

SEL Panorama

SEL Panorama	SY 2022/23			EOY Comparison 2022/23	SY 2023/24		EOY Comparison 2023/24	SY 2024/25			EOY Comparison 2024/25
	Fall	Winter	Spring		Fall	Spring		Fall	Winter	Spring	
Emotional Regulation	38%	40%	43%	+5	41%	41%	+0	38%	39%	43%	+5
Grit- Perseverance	53%	54%	55%	+3	54%	55%	+1	49%	51%	53%	+4
Growth Mindset	43%	43%	44%	+1	44%	42%	-2	46%	49%	52%	+6
Self-Efficacy	39%	41%	43%	+5	42%	40%	-2	39%	39%	41%	+2
Self-Management	56%	57%	57%	+1	56%	57%	+1	65%	59%	59%	-6
Sense of Belonging	44%	43%	44%	+5	46%	42%	-4	48%	48%	48%	+0
Social Awareness	52%	51%	52%	+0	52%	49%	-3	48%	48%	50%	+2
Supportive Relationships								79%	83%	82%	+3

SOURCE: Panorama

Root/Contributing Cause:

Varying implementation of Middle Level Philosophy, PBIS and SEL program (Second Step) within Homeroom/Advisory:

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

- Conduct personnel PD to review and train staff on systems and policies that improve attendance, engagement, and behavioral outcomes. Evaluate the implementation of PBIS and SEL to decrease at-risk behaviors and **promote** academic success.
- Foster a school community of self-empowerment where students take ownership of their learning and translate thoughts into purposeful action. Possible review of current integrated systems and programming (Nā Hopena A'o (HĀ), ['Āina Aloha Competencies](#), Panorama SEL, Second Step, and PRIDE) to increase alignment to meet student needs.
- Building connections/relationships with adults & peers to increase connectedness & engagement to school.

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

- Support development of process, procedures and PD to increase Tiered support systems that will target student behavioral needs.
- Identify or adjust systems that identify at-risk students for poor academic achievement, disengagement, and social maladjustment to decrease risk and increase student success in school.
- High 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.

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 2025/26	SY 2023/24	SY 2024/25	SY 2025/26	SY 2023/24	SY 2024/25	SY 2025/26
Grade 6	181	206		152	149		29	57	
Grade 7	183	188		144	156		39	32	
Grade 8	208	166		187	131		21	35	
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 2025/26	SY 2023/24	SY 2024/25	SY 2025/26	SY 2023/24	SY 2024/25	SY 2025/26
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 (<i>as of 1/18/25</i>), 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 2025/26	SY 2023/24	SY 2024/25	SY 2025/26	SY 2023/24	SY 2024/25	SY 2025/26
	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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	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 for enabling activities.</i>
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Reading Proficiency 1.1.2. All students read proficiently by the end of sixth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. (SW 3.9)	SY 24/25 ELA SW SBA Proficiency 39% (Strive HI) SY 24/25 SW ELA Academic Growth 61% (Strive HI) Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg.6, 7, 8 & 10)	ELA Curriculum Mapping Strengthen Tier 1 instruction in all ELA classrooms by learning and implementing the new ELA curriculum (EL Education). Teachers will strengthen Tier 1 instruction in the classroom by applying the following: • GL Impact Team (IT) Curriculum Pacing guides • Online curriculum subscriptions, classroom supplies & material, and equipment/tools. • Multi-Tiered support embedded in daily instruction to address all learner needs. • MTSS - R Intervention plan & monitoring systems • Internal Department Learning Walks to build Collective Efficacy, Agency & Deliberate Practice (Sub funds) Professional Development (PD) • PD on New ELA Curriculum - EL Education: Support implementation & integration of PD (DMS & FKK CA): CLSD Grant (Literacy Coach), CLSD Literacy Plan... • Inservice by curriculum consultants on consistent implementation of our instructional model (CC: Impact Teams- IT) • Multi-tiered Reading supports - PD implementation of Specially Designed Instruction (SDI) tailored to meet the unique student needs to address learning needs/Gaps.(funding to support PD subs, differentiated materials & supplies...) • CLD Grant: Ohio Structured Literacy Roll Out Plan - Science of Reading (year 2 & 3) - ELA, ELA SPED & EL Teachers Department Improvement Plans & Alignment • GL ELA Impact Team - Consistent implementation of EAA Team Meeting Analysis of Student WorkAnalysis: ELA IAB, iReady, Springboard assessment tools & teacher created assessments. • NEW ELA pacing guide development & implementation • Consistent Implementation of EL strategies, differentiation & modifications provided in Tier I instruction to address all learner needs (high & non-high) Lead(s): ELA Dept. Head, ELA Dept. Admin, ELA Dept. IT facilitator, CLSD Literacy Coach	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 Target: Current ELA Proficiency: 5% annual growth to reach 44% proficiency in SY 26/27 Current ELA Median Growth Percentile Targets: 2% annual growth to reach 63% Median Growth Percentile in SY 26/27	☒ WSF, \$____ ☒ Title I, \$____ ☐ Title II, \$____ ☐ Title III, \$____ ☐ Title IV-A, \$____ ☐ Title IV-B, \$____ ☒ IDEA, \$____ ☒ SPPA, \$____ ☐ Homeless, \$____ ☒ Grant: CLSD, Coach Position \$80,000
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. (SW 3, 6)	SY 24/25 Math SW SBA Proficiency 18% (<i>Strive HI</i>) SY 23/24 SW Math Academic Growth 52% (<i>Strive HI</i>) Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg. 6, 7, 8 & 10)	Math Curriculum Mapping Strengthen Tier 1 instruction in all Math classrooms by consistently following and using the approved viable curriculum (Ready Math). Teachers will apply the following strategies to enhance Tier 1 instruction in the classroom: • 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. • Internal Department Learning Walks to build Collective Efficacy, Agency & Deliberate Practice (Sub funds) Professional Development (PD) • Development of an MTSS - Math Intervention plan & monitoring systems • Support consistent implementation & integration of effective instructional strategies based on data analysis to meet student needs (EAA, CFA, universal screeners...) ◦ Building Thinking Classrooms in Math ◦ Impact Team (IT) - LISC (student co-creation of SC) & EAA cycle consistent integration PD • Inservice/PD by curriculum consultants & FKK support staff to strengthen multi-tiered systems of support and instruction. • Support consistent implementation of our instructional model (CC: Impact Teams- IT) • Multi-tiered Math supports - PD implementation of Specially Designed Instruction (SDI) tailored to meet the unique student needs to address learning needs/Gaps.(funding to support PD subs, differentiated materials & supplies...) Department Improvement Plans & Alignment • 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	Department & Teams -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 Target: Current Math Proficiency: 3% annual growth to reach 21% proficiency in SY 25/26 Current Math Median Growth Percentile Targets: 3% annual growth to reach 51% Median Growth Percentile in SY 25/26	☒ WSF, \$ _____ ☒ Title I, _____ ☐ Title II, \$ _____ ☐ Title III, \$ _____ ☐ Title IV-A, \$ _____ ☐ Title IV-B, \$ _____ ☒ IDEA, \$ _____ ☐ SPPA, \$ _____ ☐ Homeless, \$ _____ ☐ Grant:____, \$ _____ ☐ Other: _____
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		• Consistent implementation of EL strategies, differentiation & modifications provided in Tier I instruction to address all learner needs (high & non-high) • MTSS - Math Intervention plan to include identification through assessment, intervention programming (Do the Math) & monitoring/exiting systems. <u>Lead(s):</u> Math Dept. Head, Math Dept. Admin, Math Dept. IT facilitator		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (SW 3, 6)	SY 24/25 ELA Achievement Gap decreased to 56.0% in non-high needs and increased to 37.5% in high needs resulted in closing Achievement Gap to 18.5% in SY 24/25. SY 24/25 Math Achievement Gap decreased to 26.8% in non-high needs and increased to 17.6% in high needs resulted in closing Achievement Gap to 9.2% in SY 24/25. SY 24/25 English Language Proficiency (On-Track) metric indicates an upward trend reaching 11.7% Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg.6, 7, 8 & 10)	Consistent application of Multi-Tiered System of Supports (MTSS) instructional support across all content areas is a priority. Teachers will learn and apply the following strategies (systems, interventions, and supports) to strengthen MTSS implementation: MTSS Intervention & Student Supports (w/in daily instruction) - GL Homeroom/Advisory & RTI A Intervention Block - 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. - 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..) - Assessments (Phonics for Reading, DIBELS...) to assist in identification & clarity of student intervention needs to strengthen the EAA process. Professional Development (PD) PD to support consistent implementation and integration of: - Sub & stipend days to allow for PD & alignment of supports and interventions. - 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	Department & Teams -Student data analysis & progress monitoring of growth through iReady Reading & Math (Team & Dept.) - Embedded in GL curriculum maps - Evidenced in Learning Walks - EL & SPED Care Coordinators - Consistent application of MTSS instructional support across all content areas. - Consistent embedded MTSS Supports in all GL IT Curriculum Maps & Improvement Plans. -Learning Walk Data EL Design Team - Consistent application of IT: EAA & LISC, and Smart Goals that aligned to student data. Target: SY 26/27 continues to decrease Achievement Gap by targeting MTSS increasing achievement by 10% within both non-high needs & high needs student population.	☒ WSF, \$ ☒ Title I, Subs days, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• SIQ Seat Hours PD and/or TESOL Certified Teachers • Specially Designed Instruction (SDI) PD • FSC : GRADE & functional behavioral assessment tool (TeachTown) Department Improvement Plans & Alignment • Embedded MTSS Supports (differentiation, accommodations, & modifications w/in all GL IT Curriculum Maps & Improvement Plans...) to support . <u>Lead(s)</u>: Team Teachers, EL GL IT & SPED Care Coordinators	SY 2025/26 Increase Students Expanding & Bridging/Reaching (level 4 & 5) by 5%	
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1.1.5. All students transition successfully at critical points, from elementary to middle school; from middle to high school; and non-natural transitions during the school year. (SW 6)	Current SY 25/26 Panorama Student Overview Data (3/13/26): <i>At-risk in the following areas:</i> Academics - 63%; Attendance 27%; Behavior - 3%; SEL - 43%; Well-Being - 17% Panorama SEL Data: (SY 24/25) results indicate overall percentages fall w/in a range of 41% to 83%. This is an increase from SY 23/24 ranging from 40% to 57%. Reference student needs & root cause: 1A, 2B, 2C, 3A, 3B and 1 & 2: targeted sub group data (pg. 7, 8, 9, 10, 11, & 12)	Middle Level Education Faculty and staff will utilize Middle Level Education (ML) as the foundation of support, implemented through inclusive ML teaming, homeroom/advisory, academic monitoring, SEL guidance, team improvement planning, individual interventions, and attendance and behavioral monitoring via weekly KID Talk and School-Wide MTSS Cadre planning. - Online curriculum subscriptions, classroom supplies & material, equipment/tools and AMLE middle level resources. Transitional Supports & Programing EL Students - EL Elementary Summer Transition Program - EL Transition Articulations with feeder schools IDEA/504 - Articulation Transition meetings held for students with IEPs & 504 MP Elementary to Middle Level Transition - 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 New Student Transition - Orientation & support for non-traditional student start times. - Transient student enrollment. Middle to High School Transition - 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...) Lead(s): Team Teachers, GL Admin & MTSS Cadre	Team Improvement Plans to include: -Student data analysis & progress monitoring of growth in: -Attendance: chronic abs & YTD Attendance (LEI Kulia) at Team & KID Talk (Minutes) -DMS MTSS Cadre & Leadership Team Beh. Data Reviews. -Panorama data review & alignment to Team behavioral plans. Target(s): Overall 5% increase in SEL Panorama (Spring) 24/25 percentages in SY 25/26: <i>Emotional Regulation, Perseverance, Growth Mindset, Self-Efficacy, Self-Management, Sense of Belonging, Social Awareness, Supportive Relationships</i> <i>Improve Panorama Student At-risk percentages in the following areas:</i> Academics - 63%; Attendance 27%; Behavior - 3%; SEL - 43%; Well-Being - 17%	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Reach, \$ ☒ Grant: Uplinks, \$ ☒ Grant: Gear Up, \$ ☐ Other: __, \$
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Science HSA/NGSS Proficiency All students increase Science proficiency by the end of eighth grade. (SW 3, 6)	SY 24/25 Science HSA/NGSS Proficiency 34% (<i>Strive HI</i>) <i>Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg.6, 7, 8 & 10)</i>	To strengthen Tier 1 Science instruction across all classrooms, teachers will consistently utilize the approved viable curriculum, Amplify. This will involve applying the following strategies to enhance the effectiveness of Tier 1 instruction: Science Curriculum Mapping • 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. Professional Development (PD) • Consistent implementation & integration of PD ◦ Align Amplify curriculum with NGSS Interim assessment data & NWEA results. ◦ Access & apply Amplify supplementary resources & materials ◦ Apply and analyze NWEA Map Science screener data (pre, mid & post assessment) to ensure curriculum alignment to student needs. Department Improvement Plans & Alignment • GL Science Impact Team - Consistent implementation of EAA Team Meeting Analysis of Student Work Analysis: Science IAB, iReady, Amplify Unit Assessments, & teacher created assessments. ◦ Learning Intentions (LI) & Success Criteria (SC) ■ Co-Construction of SC ◦ Evidence, Analysis & Action of Student Work • Development of Dept. Improvement & Alignment Plans ◦ 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 ◦ Application of learning through science fair projects aligned to GL curriculum, essential skills & standards. ◦ STEM Integration: Merrra Lab engineering elective class alignment to high school engineering academy.	Department & Teams -Progress monitoring of student growth through NWEA Science MAP data analysis (pre, mid & post) through GL IT & Dept (EAA). -NGSS IAB Interims data analysis (EAA) -Amplify Unit Assessments - Consistent application of MTSS instructional support across all grade level content areas. -Department Learning Walks to assist in department alignment & curriculum implementation/integration support. Target: Current Science Proficiency: 3% annual growth to reach 37% proficiency in SY 25/26	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Lead(s): Science Dept. Head, Science Dept. Admin, Science Dept. IT facilitator		
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	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 for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. (SW 6)	In SY 24/25, 73% of students attended 90% of instructional days as compared to 50% in SY 21/22. (STRIVE Hi) Currently (LEI Kulia as of 12/16/25), 12.11% of students were chronically absent and 29% not regularly attending. Panorama (SY 24/25) results indicate overall percentages fall w/in a range of 41% to 83%. This is an increase from SY 23/24 ranging from 40% to 57%. Reference student needs & root	Through the consistent, school-wide implementation of the following Multi-Tiered Systems of Supports (MTSS), programming, and interventions by the Faculty & Staff, Students will increase regular attendance, engagement, and a greater sense of belonging, and reduce chronic absenteeism. Middle School Practices: Grade Level Teams - Homeroom/Advisory - 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. - Daily student check-in opportunities - 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 Out of School Programing: to support academics & engagements - Tutoring & remediation supports - High interest area electives - After School Programming & Enrichment (e.g., eSports, extramurals, dance, robotics, yearbook, wrestling...)	Attendance Reviews -DMS Core Leadership & Leadership & MTSS Cadre data review: Panorama, Attend, Behaviors, Academics, Regular Attendance & Chronic Abs -DOH & DMS Peer Review Team Meetings Team Improvement Plans to include: -Student data analysis & progress monitoring: -Attendance: chronic abs & Regular Attendance (LEI Kulia) at Team & KID Talk (Minutes) -Panorama data review & alignment to Team behavioral plans. -Team will track & monitor increase in	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:Uplinks, \$ ☒ Grant: Reach, \$ ☒ Grant: Gear-up, \$ ☒ Other:Student Activity Fees (SAF), \$

	cause: 1A, 2B, 2B, 2C, 3C and 1 & 2: targeted sub group data (pg. 7, 8, 10, 11, & 12)	Lead(s): Collaborations of Grade Level (GL) Teams , GL Counselors & GL Admin	high-risk student achievement & participation in Team PBIS Activities Target(s): Overall 5% increase in SEL Panorama (Spring) 24/25 percentages in SY 25/26 3% annual increase of students attending 90% of instructional days (STRIVE Hi) 2% annual decrease of students chronically absent and 3% increase for students not attending school regularly.	
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1.2.2. All students demonstrate positive behaviors at school. (SW 6)	Panorama (SY 24/25) results indicate overall percentages fall w/in a range of 41% to 83%. This is an increase from SY 23/24 ranging from 40% to 57%. In SY24/25, only 8.3% of students were suspended versus 91.6% of Non- Suspended students.(SSIR) In SY 24/25 68.3% of the offences were Class A & 21.6% were Class C. Reference student needs & root cause: 1A, 2A, 2B, 2C, 3A, 3B and 1 & 2: targeted sub group data (pg. 7, 8, 10, & 12)	Through the consistent, school-wide implementation of the following Multi-Tiered Systems of Supports (MTSS), programming, and interventions, the Faculty and Staff will help Students increase regular attendance, engagement, and a greater sense of belonging, which will result in increased positive behaviors at school. Middle School Practices: Grade Level Teams Data aligned behavioral initiatives & interventions to support individual student(s), teams, and school wide (LEI Kulia, Panorama, behavioral support plans: • 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. Multi-Tiered Systems: • 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) ◦ Pride Kupono Academy (PKA) - Alternative Tier 3 behavioral supports & interventions ◦ Lead(s): MTSS Cadre (Counselors, SAC, Community School Coordinator, Admin...) & Grade Level (GL) Team Leaders	Behavioral Intervention Monitoring: -DMS MTSS Cadre & Leadership Team to conduct Beh. Data Reviews. Sources include: LEI Kulia, Panorama.. Target: -Overall 5% increase in SEL Panorama (Spring) 24/25 percentages in SY 25/26. -2% decrease in the number of students that receive suspensions. -5% decrease class A & B offenses.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:Uplinks, \$ ☒ Grant: Reach, \$ ☒ Grant: Gear-up, \$ ☒ Other:Student Activity Fees (SAF), \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. (SW 6)	Panorama (SY 24/25) results indicate overall percentages fall w/in a range of 41% to 83%. This is an increase from SY 23/24 ranging from 40% to 57%. In SY24/25, only 8.3% of students were suspended versus 91.6% of Non- Suspended students.(SSIR) In SY 24/25 68.3% of the offences were Class A & 21.6% were Class C. Reference student needs & root cause: 1A, 2A, 2B, 2C, 3A, 3B and 1 & 2: targeted sub group data (pg. 7, 8, 10, & 12)	Through the integration of school-wide Na Hopena A'o (HA) beliefs, DMS faculty and staff will build a culture of collective identity and purpose to foster an environment where all students believe they can succeed. • Opening Day PC Waiver Day (Faculty & Staff): Cultivating Collective Efficacy through HĀ ◦ Define our collective identity and purpose (The WHY and WHO) through the lens of Nā Hopena A'o (HĀ). ◦ Integrate the unique history and stories (Mo'olelo) of the Kalihi Valley 'Ahupua'a into our systems of support. ◦ Align our instructional and behavioral practices with the six HĀ outcomes: Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i. • 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 Lead(s): MTSS Cadre (Counselors, SAC, Community School Coordinator, Admin...), Gr. 7 Social Studies Impact Team & Grade Level (GL) Team Leaders.	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. Target: -Overall 5% increase in SEL Panorama (Spring) 24/25 percentages in SY 25/26. -2% decrease in the number of students that receive suspensions. -5% decrease class A & B offenses.	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	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 for enabling activities.</i>
1.3.1. All students, throughout their middle school experience, engage in a variety of career, community, and civic opportunities. (SW 6)	Panorama (SY 24/25) results indicate overall percentages fall w/in a range of 41% to 83%. This is an increase from SY 23/24 ranging from 40% to 57%. <i>Reference student needs & root cause: 3A, 3B & 1 & 2: targeted sub group data (pg.)</i>	Through intentional and collaborative opportunities with our community partners and DMS personnel, all students will engage in deep learning experiences that will prepare them for college, career, and active civic participation, thereby establishing a strong foundation for lifelong success. Community Opportunities • College & Career Fair • Winter concert- community booths • Clubs & events: Interact Club, campus & community projects Career Opportunities • Exploratory wheel/electives ◦ Computer Science, AVID/Leadership, Health & Fitness, Media, Digital Art, Glee, etc. • Field trips to Universities/ Community Colleges on island • FHS Academies Visit & Presentations Civic Opportunities • Ha'aHa'a Program community service project (in-school & out of school) • Team Bonding & Campus beautification • Social Studies integrated lessons: ◦ Holiday Service Project w/River of Life (Gr. 8) ◦ Connections with Civic Opportunities & SS curriculum ◦ Leadership elective activities & lessons	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</i>	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:Uplinks, \$ ☒ Grant: Reach, \$ ☒ Grant:Gear-up, \$ ☒ Other:Student Activity Fees (SAF), \$

		Lead(s): SAC, Team Teachers, MTSS Cadre, Ha'aHa'a Program		
K-12 Alignment 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)	Panorama (SY 24/25) results indicate overall percentages fall w/in a range of 41% to 83%. This is an increase from SY 23/24 ranging from 40% to 57%. SY 24/25 SW ELA Academic Growth 61% SY 24/25 SW Math Academic Growth 52% <i>Reference student needs & root cause: 1A, 1B, 1C, 3A, 3B & 1 & 2: targeted sub group data (pg. 6, 7, 10, 11, & 12)</i>	School staff will create positive and enriching learning environments to ensure all 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). FHS Campus Visitation - Academies Visit & Academies selection survey - FHS Middle School Track & Field day Summer Learning Opportunities - EL/ELO Summer Enrichment Program - Summerbridge: incoming 6th graders College & Career Pathways/High School Academies - Elective & Enrichment Opportunities - STEM/Computer Science courses offered to students (Ag Tech, CTE aligned classes...) - Extra- or co-curricular activities (e.g.HONSEF, Olelo Media events, eSports...) - Merra Labs Engineering Elective - Pre-AVID & AVID/Leadership Courses offered to students - College Readiness - FHS Academies Visit & Presentations - Academies Introductory visits in Pre-AVID Classes Afterschool Enrichment & Tutoring - Afterschool Tutoring is offered through Haa'haa After School Program Lead(s): AVID Teachers, SAC, Community Schools Coordinator & Admin	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> 100% of 8th grade students will be prepared to select registration to high school academies. Current ELA Median Growth Percentile Targets: 2% annual growth to reach 63% Median Growth Percentile in SY 26/27 Current Math Median Growth Percentile Targets: 3% annual growth to reach 51% Median Growth Percentile in SY 25/26	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:Uplinks, \$ ☒ Grant: Reach, \$ ☒ Grant: Gear-up, \$ ☒ Other:Student Activity Fees (SAF), \$



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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
2.1.1. 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.)	To ensure all students receive appropriate English Learner (EL) instructional supports and interventions, Dole Middle School (DMS) teachers will be required to participate in professional development. This training is designed to help teachers achieve their SIQ hours and/or TESOL certifications.. SIQ/ TESOL Certification • PD opportunities for SIQ credits/hours and TESOL certification will be shared with teachers as they come up through the School Year ◦ Sheltered Instruction ◦ 21 Hour PDs - Instructional Strategies ◦ TESOL: Six Principles of Exemplary Teaching of English Language Learners. • Identify SIQ Seat Hour trainings to support teacher HQ qualifications • Email individual teacher on SIQ or TESOL Certification achievement progress • EAs, BSHA & Paraprofessionals will participate in Sheltered instructional PDs on PC Waiver Days.	-Progress monitored through SIQ Report. -Email teachers on current SIQ status. -Assist teachers with the development of HQ plan -Send out Right to Request Teacher Qualification & Non-HQ Parent Notices at the beginning of each semester 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	☐ WSF, \$ ☐ Title I ☒ Title III, \$ ☐ SSPA \$ ☐ IDEA \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). • Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. • Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. • Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. • Upload all documentation to shared drive HQ folder • Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Lead(s): EL Coordinator, HQ Designee and EL Admin	2025/26, EAs & BSHA will participate in a minimum of 10 hours of Sheltered Instruction PD.	
2.1.2. All teachers are effective or receive the necessary support to become effective. (SW 6)	SY 25 /26 Hawaii Qualified Teacher & Assignment Summary NHQ Classes: 23.51% HQ Classes: 76.49% (eHR For HQ) SY 25/26 TESOL HQ Status of Teachers Assigned to EL Classes: TESOL HQT Teachers: 66.67% Non-HQT Teachers: 33.33% (eHR For HQ)	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 • 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. Multi-Tiered Instructional PD: • Differentiation/Multi-tiered instructional support PD to meet student needs & increase engagement for all learners: SPED, EL, Non-High Needs, Disengaged, At-Risk Individual or Targeted Instructional Supports to increase effectiveness of instruction (Subs/Stipend days for PD) : • 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	Department: Instructional Outcomes: -Monitoring of GL Impact Team Curriculum Map alignment -Learning Walks & Dept/team Supports -Student Outcome: iReady Reading & Math, MWEA MAP, Daily attendance & Chronic Abs, behavior and learning outcomes (failure/grades) Targets:	☐ WSF, \$ ☐ Title II, \$ ☐ Title I - \$ ☒ Other:CLSD State Grant, \$ (Teacher/coach position and supplies & materials) \$49,000



PRIORITY 2: High-Quality Educator Workforce In All Schools

		CLSD Grant Reading Coach Reading Coach to provide SW support and implementation of literacy implementation plan. Lead(s): GL Admin, EL Coord, Curriculum Coord, DH Leadership	100% of Teachers will work or achieve HQ status through a Teacher assisted development of a <u>highly qualified professional development plan</u>	
2.2.2. All schools' support staff are effective or receive the necessary support to become effective. (SW 6)	Panorama (SY 24/25) results indicate overall percentages fall w/in a range of 41% to 83%. This is an increase from SY 23/24 ranging from 40% to 57%. Reference student needs & root cause: 3C (pg.)	Opportunities for professional growth and leadership development will be provided to all support staff to enhance their effectiveness in their roles. - Create a positive learning environment to enable student self-empowerment. - 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. - Protocols/procedures, schedules or process development to create a positive working environment. - Development & Monitoring of an HQ list - Professional Development (PD) - On-line and in-person support training modules - Sub and PD fees costs Lead(s): HQ Leads & HQ Admin	100% of Classified Dept. Leads/ Heads will create Dept. Improvement Plans. Development & Monitoring of an HQ monitoring sheet to support HQ planning & supports (baseline year) Overall 5% increase in SEL Panorama Spring percentages in SY 25/26 100% of all employees participate in the review of OSY Packets, Onboarding System of all new employees & goal setting within PASS (non-certificated staff).	☐ Title I - \$3000 ☐ WSF, \$ ☒ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

DMS Instructional Framework & Leadership: Strengthen teacher leadership, collective efficacy, agency, and deliberate practice to foster learning environments that empower students, teachers, and support staff. (SW 3, 6)	<i>Current SW academic growth and proficiency: ELA, Math, Science and Gap Groups.</i> <u>SY 24/25 Proficiency Levels (DMS CNA)</u> SBA Math - 18% EL - 7.8% SPED- 4.2% Disad - 17.2% SBA ELA - 39% EL - 17.9% SPED- 10.6% Disad - 38.6% HSA/NGSS - 34% EL - 13.2% SPED- 7.6% Disad - 31.1% <u>SY 24/25 Academic Growth: (STRIVE HI)</u> Reading: 61% Math: 48% <u>SY 24/25 Achievement Gaps: (STRIVE HI)</u> Reading: 18.5% Math: 9.2% Science: 32.9%	DMS Instructional Framework & Instructional Leadership Training Professional Development (PD) Our goal is to cultivate a school environment where every individual is equipped with the resources, self-assurance, and empowerment to direct their own development. Our focus is shifting from simply ensuring compliance ("doing things right") to building capacity ("having the power to do things better"). This transition is key to fostering collective efficacy and the shared conviction that our greatest asset is our cohesive and specialized approach. Leadership Support & Coaching • Progress & Data Analysis • Goal & Target Setting • Facilitation of Tier 1, 2 & 3 Student Academic Supports • Department Head facilitation and leadership skills Foundational Learning • Essential components include: Learning Intentions (LI), Success Criteria, Evidence, analysis & Action (EAA), Student Clarity and Self-Empowerment • Deliberate practice & implementation, and CIA Alignment • Instructional Leadership and Teacher Empowerment Department Support & Coaching • PD pull outs & stipend days by department • Build teacher collective efficacy • Implementation support of Grade Level Impact Team foundational PD Learning Instructional Leadership Team (DMS Leadership Team: DHs, Core Leadership Team) • Leadership Team Member Coaching & Mentoring Supports (HCIL) • Leadership & Core Leadership Meetings to action item planning, monitor SW systems, programming & supports (stipend, sub, recall days and meeting days). •	Departments & Leadership Team -Leadership Team - Student progress data monitoring, analysis: iReady Reading & Math, and NWEA Map Science, Gap groups. Targets: <u>Proficiency Outcomes</u> Science - 37% Math - 21% ELA - 44% <u>Academic Growth Outcomes</u> Math Growth- 51% ELA Growth- 66% <u>High Needs Achievement Gap Target</u> Sustain the current gap in Reading & Math by increasing non-high needs and high needs progress at the same rate to ensure the gap does not widen. Decrease Science gap by 5%. EL Students Expanding & Bridging/Reaching (level 4 & 5) Increase	☒ WSF, \$ ☒ Title I, sub funds & PD costs \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ WSF (Subs) ☐ Title I \$ (PD & Subs) ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: CLSD Grant - ELA Curriculum
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PRIORITY 2: High-Quality Educator Workforce In All Schools

	Reference student needs & root cause: 1A, 1B, 1C; 2A, 2B & 2C; 3C (pg. 6, 7, 8, 9 & 10)	Lead(s): Core Leadership Team (Admin & CRTs) and Department Heads	to 5%	
			PD Outcomes -Increased teacher collective efficacy, deliberate practice, agency & Leadership foundational skills: 1) Positive student academic outcomes 2) Effective Leadership development & communication	



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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	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 for enabling activities.</i>
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3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. (SW 2, 5, 6):	Spring 2025 SQS Positive Parent Response by Dimension results indicate the following: Safety (80.6%); Well-Being (89.4%); Satisfaction (86.1%); & Involvement (82.3%) Spring 2025 SQS Positive Teacher Response by Dimension results indicate the following: Safety (68.9%); Well-Being (75.6%); Satisfaction (74%); & Involvement (69.2%) Intermittent opportunities for language interpretation services at meetings & school created documents to encourage collaborative communication. <i>Reference student</i>	We aim to establish a fully-enrolled, regularly meeting, and highly engaged School Community Council (SCC) that works collaboratively with the school principal. This empowered stakeholder voice will foster a positive, inclusive environment for our students and families. • SCC monthly meetings schedules: 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: ◦ 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 based on their learning interests to support SW initiatives. ◦ Community: Community events, DMS Community School Hui Meeting, SCC meeting invites... ◦ School Personnel: Meeting date & notes to allow increased participation and communication, showcase, ... ■ 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: ◦ Provide input surveys & information in different languages ◦ Identify optional meeting opportunities: in-person & virtual, different meeting times to meet needs of stakeholder, • Identify ways to increase communication and engagement with stakeholders; ◦ BSHA interpretation & communication, TalkingPoints, Fall & Spring SLC, events & meetings, mailers & flyers supplies (stamps, envelopes, paper...)	Increased communication & participation of required stakeholders represented at SCC Mtgs. Monitor SCC Agenda document with running meeting schedules & timelines.	☐ WSF, \$ ☐ Title I, \$5000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☒ Other: FRC
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PRIORITY 3: Effective and Efficient Operations At All Levels

	needs & root cause: 3A, B & C (pg. 11)	○ Cultural based community events blending with academics (i.e., Cultural presentations with food, projects,, authors representing different community cultures...). Lead(s): SCC Chair, Admin, and Community Schools Coordinator (CSC), & MTSS Cadre representative		
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	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 for enabling activities.</i>
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3.3 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. (SW2, 4, 5, 6):	Spring 2025 SQS Positive Response by Dimension results indicate the following: Safety (80.6%); Well-Being (89.4%); Satisfaction (86.1%); & Involvement (82.3%) <i>Reference student needs & root cause: 2A, B & C; 3B & C (pg. 8 & 10)</i>	DMS will Family and Community Engagement Improve communication, voice & collaboration from Community and Parents to allow for partnerships and collaborative decision making that support student outcomes. <i>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.</i> Increase Community Communication & Collaboration: - Community Schools Hui Meetings: develop Parent, community agencies & programs - 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) - 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; - 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, projects,, authors representing different community cultures...). Building comprehensive supports for Students & Families - 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 Handbook/Planners - Dole Middle School Title 1: Student/Parent/Teacher Compact	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. 3% increase in SQS Positive Parent Responses (Safety, Well-Being, Satisfaction & Involvement. Increase parent & community involvement and participation in collaboration opportunities: SCC & Community School Hui Meetings, school events and activities.	☒ WSF, \$5000 ☒ Title I, Prog ID #18935 \$4690 & ID #18902 \$8000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Other: FRC Funding for Community Schools Coordinator
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		<u>Lead(s)</u>: DMS Community Schools Coordinator, SCC MTSS Cadres, Title I Coord., EL Coord., CLSD Literacy Coach, DMS Admin		
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★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	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 for enabling activities.</i>

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

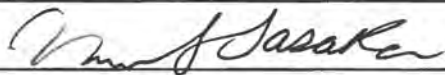
The **Sanford B. Dole Middle School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

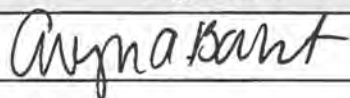
1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Feb 27, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 7, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other: **Core Leadership Team Meeting: Academic Plan Review Date: 2/20/26 & 2/27/26**
 - ☒ Other: **DMS Leadership Team: Academic Plan Review Date: 12/16/25, 2/3/26, 3/4/26**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 7, 2026**

Attested:

Sanford B. Dole Middle School Principal	Signature	Date
Mavis S. Tasaka		Apr 7, 2026

SCC Chairperson	Signature	Date
Evelyn Barut		Apr 7, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
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APPENDIX B: 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.**

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>	1062
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Sanford B. Dole Middle School 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
8:49 - 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
12:39 - 1:24	Period 5	2:05 - 2:55	Team Meetings Wk 1: KID Talk Wk 2: Team Planning Wk 3: KID Talk Wk 4: Team Planning Wk 5: KID Talk	2:05 - 2:55	Dept / Impact Team Meeting Agenda coordination with Dept. DM, 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. internal wrap 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. DM, 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. internal wrap with prep to ensure consistency of communication & planning. Meetings will promptly begin at 2:05 PM
1:28 - 2:13	Period 6								
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.					2:55 - 3:55	21 Hour PD or Admin Extended (1 hour) -Extended 6 days		

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

Optional Bell Schedule: 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: "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 50 minutes of Faculty, Kid Talk, and Department Meetings during a 5 day week.
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Weekly Schedules		Prep Period	Departments 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				