



# Jarrett Middle School Academic Plan SY 2025-2026

1903 Palolo Avenue  
Honolulu, HI 96816  
808-733-4888  
[www.jmshi.org](http://www.jmshi.org)

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

Submitted by Principal, Reid Kuba	
	04/06/25

Approved by Complex Area Superintendent, Linell Dilwith	
	APR 14 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 <b>comprehensive instructional program(s)</b> 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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Grade 6	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Stemscopes	
Grade 7	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Stemscopes	Hist. of Hwn. Kingdom
Grade 8	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Stemscopes	TCI

Please list all <b>supplementary instructional materials</b> used to enrich or 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
8th Algebra		Illustrative Math		

## 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
6	I-Ready ▾	I-Ready ▾
7	I-Ready ▾	I-Ready ▾
8	I-Ready ▾	I-Ready ▾

## 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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022-2023

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2025-2026

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

Year of Next Self-Study:

2029-2030

**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?"*

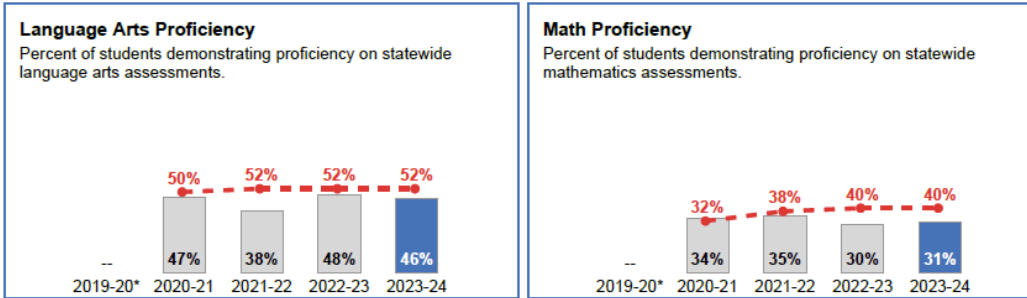
Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><b><u>Student Need:</u></b> English Language Learner Support</p> <p>The population of English Learners (EL) steadily increased throughout the five-year period, rising from 21% to 31%. It has gone as high as 34% during the 23-24 school year. English Learners currently make up 31% of the total enrollment at JMS, a 61% increase from the 2020-2021 school year. According to the percentage of proficiency levels for ACCESS Language Domains from 23-24 data, our greatest need for ELLs is Speaking, Writing, and Literacy in general.</p> <p>Data on long term ELL students show that our school has a very high percentage of students who have not passed the WIDA test in at least five consecutive years. At Jarrett, 85% of our ELL students are labeled as Long Term ELL Students, with 25% of our students having taken the test and not passed over 8 times. These high numbers negatively impact student self-efficacy, academic performance, and the ability of students to take various elective classes both at the middle and high school levels.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <ul style="list-style-type: none"><li>1.1 Lack of all teachers embracing the mindset of being teachers of language, specifically speaking &amp; writing.</li><li>1.2 Inconsistent implementation of specific and intentional EL strategies in all classrooms.</li><li>1.3 Lacking opportunities to engage in high quality academic conversations on a daily basis.</li><li>1.4 Support needed for 61% Increase in ELL students in the past few years.</li><li>1.5 Additional support is needed for 85% of our ELL students who are LONG TERM ELs when they come in 6th Grade.</li></ul>
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2

**Student Need:** Quality Instruction - Improve Math & ELA Proficiency

According to the iReady universal screener data, the majority of students are at least 1 grade level below in ELA (76%) and Math (80%) with a large number of students being 2+ grade levels behind (Reading = 57%, Math = 46%). Smarter Balanced Assessment data indicates that the average scores for both ELA and math have remained consistent over the past four years, with a slight decline in Math proficiency scores. Math & ELA scores hover near, but BELOW the state averages. We would like to be above complex and state averages.



Another data point to consider when analyzing math and reading proficiency is the iReady Universal Screener diagnostic scores from the start and end of year.

School Year	Beginning Yr. iReady Reading Proficiency	Beginning Yr. iReady Math Proficiency
21-22	24%	27%
22-23	20%	17%
23-24	24%	20%

**Root/Contributing Cause:**

- 2.1 Providing students with opportunities to engage in high quality academic conversations should occur on a daily basis.
- 2.2 Lacking opportunities to engage in high quality writing opportunities on a weekly basis (e.g., essays, CER, PERC)
- 2.3 Lacking opportunities to practice and engage in foundations of mathematical number sense.
- 2.4 Unstable math department for 2 years with a whole new math department personnel in 24-25.

3

**Student Need:** Improved Attendance

Prior to the pandemic, our Chronic Absenteeism rate hovered around 15%. Since the pandemic lockdowns, our Chronic Absenteeism rate has gone up to the mid-thirties and has gone down to as low as 23%.

When disaggregated, disadvantaged, SpEd, and ELL students have higher incidences of being chronically absent when compared to the general population. Absences compound the academic challenges they already have. Native Hawaiian and Pacific Islander students also have significantly higher levels of chronic absenteeism.

Our chronic absenteeism trend data has been following the trend line for the state of Hawaii and staying close to the peaks and valleys through the past six years.

**Root/Contributing Cause:**

- 3.1 Inconsistent implementation of SEL program and activities that build a culture of belonging that connect with students.
- 3.2 Lack of an effective program that builds positive teacher-student relationships.
- 3.3 Lack of family-school partnerships that change behaviors at home. Values and actions at home do not focus on learning.
- 3.4 Less than ideal connection to the Pacific Island and Native Hawaiian communities.
- 3.5 Lack of resources to proactively address absences and tardies.
- 3.6 Chronic Absenteeism contributes to students not feeling like they are a part of the school. (<47%) Chronic Absenteeism is highest in our Native Hawaiian (39%) and Pacific Islander (27%) subgroups. They are also the 2 highest student population groups on campus. (Native Hawaiian = 20%, Pacific Islander = 46%)

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:** EL Learners' Proficiency and Success in School

**Identified Student Need(s):** [CNA Data pp. 9-11](#)

- Continue ESL/ELD classes (1.1, 1.2, 1.3, 1.4, 1.5, 2.1)
- Continue EL Support classes through Language Arts elective classes. (1.2, 1.3, 1.4, 1.5, 2.1)
- Continue EL Newcomer class. (1.2, 1.3, 1.4, 1.5, 2.1, 3.1)
- Ongoing professional development for teachers to understand the cultural backgrounds of their students and to create inclusive learning environments. (3.1, 3.2)
- Revisiting assessment/grading practices to ensure they are fair and equitable for EL learners. (1.4, 3.1)
- Continuing to bridge home-school communication with events at the Palolo Learning Center (3.3, 3.4)
- Increase opportunities for speaking in all classrooms. Promote sustained interactions utilizing academic vocabulary & concepts during classroom activities. (1.1, 1.3, 1.4, 1.5, 2.1, 2.2)
- Increase opportunities for writing in all classrooms. Promote academic vocabulary, justification, and thinking in writing during classroom activities. (1.1, 1.4, 1.5, 2.1, 2.2)
- Ensure all teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification. (Related to 2.6)
- Continue additional support for EL learners - ELO and after school classes (1.4, 1.5, 3.1)
- Revisit what it means to be a Sheltered Instruction Teacher (1.2, 1.4, 1.5, 3.1)
- Certify more TESOL teachers (1.4, 1.5)
- Seek additional positions to match the need for our EL and disadvantaged learners (1.4, 1.5)
- Provide buses for all field trips to increase the knowledge base and experiences for all students, specifically our EL learners. (1.4, 1.5, 3.1)

**2** **Targeted Subgroup:** Disadvantaged Student Proficiency and Success in School

**Identified Student Need(s):** [CNA Data pp. 12-16](#)

- Strengthen Tier 1 instruction in all ELA and Math classrooms by following and using the state approved viable curriculum - Amplify & ReadyMath. (Science & SS also to use state approved viable curriculum) (2.1, 2.2, 2.3)
- Allocate training and planning time for the significant upcoming curriculum shift to AMPLIFY (1.2, 2.1, 2.2)
- Improve student performance on iReady diagnostic assessments with at least 80% of students reaching their annual typical growth goals and 50% surpassing their annual stretch goals that are determined by the initial placement assessment each school year (1.1, 1.2, 1.3, 2.1, 2.2, 2.3)
- Consistent implementation of Building Thinking Classrooms (BTC) strategies by all departments to promote student engagement, thinking and academic discourse (1.1, 1.2, 1.3, 2.1, 2.2, 2.3)
- Provide on-going professional development opportunities for teachers to refine their educational practices - WestEd Quality Interactions (1.1, 1.2, 1.3, 2.1, 2.2)

	<ul style="list-style-type: none"> <li>• Establish a regular meeting schedule and protocol for teams and departments to collect and analyze data (1.1, 1.2, 2.1, 2.2)</li> <li>• Review and revise Pacing Guide and Curriculum Maps so teachers engage in intentional planning to address standards (1.1, 1.2, 2.1, 2.2, 2.3)</li> <li>• Continue peer observations and support. Schedule regular and purposeful time for teams and departments to interact. (1.1, 1.2, 2.1)</li> <li>• Math Department to continue utilizing ReadyMath and English Department to begin implementing Amplify. (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4)</li> </ul>
3	<p><b>Targeted Subgroup:</b> Decrease percentage of Chronically Absent Students</p> <p><b>Identified Student Need(s):</b> <a href="#">CNA Data pp. 17-18</a></p> <ul style="list-style-type: none"> <li>• Continue rewarding students with positive HERO points for coming to school daily on-time (3.1, 3.5)</li> <li>• Continue educating families about the importance of daily school attendance (3.3, 3.4)</li> <li>• Dedicate beginning of the year Family Night to attendance/grades (3.3, 3.4)</li> <li>• Utilize a parent communication system to communicate to parents. Especially Chuukese and Native Hawaiian families. (3.3, 3.4)</li> <li>• Utilize classroom pass tracking system to keep track of students leaving the classroom. (3.5)</li> <li>• Chronic absenteeism may indicate underlying health issues, both physical and mental. Students who frequently miss school may be dealing with chronic illnesses, mental health disorders, or other health-related barriers to attendance. Addressing these health issues is crucial for the overall well-being of the student (3.3, 3.4)</li> <li>• Utilize partnerships and school resources to target students approaching 17 absences to prevent missing so much school. Resources include, but are not limited to BSHA, PCNC, YMCA Mental Health Counselor, ALPSS class, Palolo Boxing Partnership, Connect with local sports teams, Child &amp; Family Services, etc. (3.1, 3.2, 3.3, 3.4)</li> </ul>

★ **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>  <b>and Name of Accountable Lead(s)</b> <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><b>Language Arts Department</b></p> <p><b>Reading Proficiency</b> 1.1.2.a All students read proficiently by the end of <b>eighth grade</b>, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p><b>Writing Proficiency</b> 1.1.2.b All students write proficiently by the end of <b>eighth grade</b>, and those who do not write proficiently receive necessary and timely support to become proficient.</p>	<p>46% of students are proficient in ELA. All students will show 5% growth on iReady screeners and SBA proficiency rates will increase by 3% to <b>49%</b>. (iReady EoY = SBA SY23-24 = 46%) <a href="#">25-26 CNA</a></p> <p>12% of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit. <a href="#">25-26 CNA</a> <a href="#">Root Causes</a> 1.2, 1.3, 1.4, 1.5 2.1, 2.2</p>	<p>Strengthen Tier 1 instruction in all classrooms by following and using the Amplify curriculum. Amplify contains rigorous reading and writing lessons designed to target CCSS.</p> <p>Use AR in homerooms to promote the joy of reading, introduce different genres, and practice reading comprehension. The ELA department will set goals based on STAR test data and Homeroom teachers will implement the AR program with students.</p> <p>EL WestEd and GLAD strategies will be implemented in all classrooms.</p> <ul style="list-style-type: none"> <li>• Sentence frames for writing</li> <li>• Acting/Songwriting Performances</li> <li>• Philosophical chairs</li> <li>• Peer:peer conversations about reading <ul style="list-style-type: none"> <li>○ Guided</li> <li>○ Spontaneous</li> <li>○ Self-directed</li> </ul> </li> <li>• Include more SEL activities in ELA instruction <ul style="list-style-type: none"> <li>○ Self-reflection writing pieces</li> </ul> </li> </ul> <p>Constructed Response using CER, RACER, RACE and other writing strategies.</p> <p>Implement “Thinking Classrooms” strategies (whiteboard group activities)</p> <p>SW6</p>	<p>- Percent of eighth graders demonstrating grade-level proficiency in reading. (Initial &amp; Intermediate outcome)</p> <p>- Percent of students who are not proficient in reading by the end of eighth grade who receive additional personalized support. (Intermediate outcome)</p> <p>- iReady progress between baseline, mid, and post year testing. Reduction in the # of well-below proficiency and below proficiency students. Conversely, an increase in the # of near proficiency and proficient students. (Initial &amp; Intermediate)</p> <p>- AMPLIFY formative and summative writing assessments. (Initial &amp; Intermediate)</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 checked="" 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, \$</p> <p><input checked="" 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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<p><b>Speaking and Listening Proficiency</b>  1.1.2.c All students speak and listen proficiently by the end of <b>eighth grade</b>, and those who do not speak and listen proficiently receive necessary and timely support to become proficient.</p> <p>KPI ELA SBA Proficiency Targets</p> <ul style="list-style-type: none"> <li>● SY 23-24 Target: 65%</li> <li>○ Actual: 48.32% (not met)</li> <li>● SY 24-25 Target: 50.41%</li> <li>○ Actual: TBD</li> <li>● SY 25-26 Target: 52.5%</li> <li>○ Actual: TBD</li> <li>● SY 26-27 Target: 54.59%</li> <li>○ Actual: TBD</li> <li>● SY 27-28 Target: 58.77%</li> <li>○ Actual: TBD</li> <li>● SY 28-29 Target: 60.86%</li> <li>○ Actual: TBD</li> </ul>	<p>12% of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.</p> <p><a href="#">25-26 CNA</a></p> <p><a href="#">Root Causes</a>  1.1, 1.2, 1.3, 1.4, 1.5, 2.1</p>	<p>EL WestEd and GLAD strategies will be implemented in all classrooms.</p> <ul style="list-style-type: none"> <li>● Formal &amp; informal speaking activities</li> <li>● Sentence frames for discussions</li> <li>● Small group work</li> <li>● Slam poetry</li> <li>● Debate</li> <li>● Acting/Songwriting Performances</li> <li>● Philosophical chairs</li> <li>● Peer:peer conversations <ul style="list-style-type: none"> <li>○ Guided</li> <li>○ Spontaneous</li> <li>○ Self-directed</li> </ul> </li> <li>● Include more SEL activities in ELA instruction <ul style="list-style-type: none"> <li>○ Self-reflection discussions</li> </ul> </li> </ul> <p>Strengthen Tier 1 instruction in all classrooms by following and using the Amplify curriculum. Amplify contains rigorous reading and writing lessons designed to target CCSS.</p> <p>Implement “Thinking Classrooms” strategies that promote academic conversations (whiteboard group activities)</p> <p>Accountable Lead = Andrew Grant, Department Chairperson, Vice Principal</p> <p>SW6</p>	<p>AMPLIFY speaking and listening formative and summative assessments. (Initial &amp; Intermediate)</p> <p>Participation in public speaking opportunities in and out of the classroom. (Initial &amp; Intermediate)</p> <p>Peer to peer observation, walkthrough, and EES evaluation data</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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<p><b>MATH DEPARTMENT</b></p> <p><b>Mathematics Proficiency</b></p> <p>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.</p> <p>KPI Math SBA Proficiency Targets</p> <ul style="list-style-type: none"> <li>● SY 23-24 Target: 50%</li> <li>○ Actual: 29.71% (not met)</li> <li>● SY 24-25 Target: 31.4%</li> <li>○ Actual: TBD</li> <li>● SY 25-26 Target: 33.09%</li> <li>○ Actual: TBD</li> <li>● SY 26-27 Target: 34.78%</li> <li>○ Actual: TBD</li> <li>● SY 27-28 Target: 36.47%</li> <li>○ Actual: TBD</li> <li>● SY 28-29 Target: 38.16%</li> <li>○ Actual: TBD</li> </ul>	<p>31% of students are proficient in MATH. All students will show 3% growth on iReady screeners and SBA proficiency rates will increase to <b>34%</b>. (iReady EoY SY23-24 = 31% SBA SY23-24 = 31%)</p> <p><a href="#">25-26 CNA p. 16</a></p> <p>3.6% of EL students are proficient in MATH. There will be 5% increased proficiency levels on the Access testing and 8.6% of EL students will exit.</p> <p><a href="#">Root Causes</a> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3</p>	<p>Strengthen Tier 1 instruction in all classrooms by following and using the Ready Classroom curriculum. Ready Classroom curriculum contains rigorous math lessons to target the CCSS.</p> <p>Implement “Building Thinking Classrooms” strategies (whiteboard group activities) to increase math discourse, student collaboration, and problem solving</p> <p>Utilize PERC (CER) strategy to get students to write their thinking process and engage in higher level thinking to solve real-world math problems.</p> <p>Use iReady My Path in homerooms to address gaps in students’ math skills. This will specifically help EL learners who have fallen behind in mathematics proficiency.</p> <p>Accountable Lead- Ted Edwards, Department Chairperson, Principal</p>	<p>- Percent of eighth graders demonstrating grade-level proficiency in math. (Initial &amp; Intermediate outcome)</p> <p>- Percent of students who are not proficient in math by the end of eighth grade who receive additional personalized support. (Intermediate outcome)</p> <p>- iReady progress between baseline, mid, and post year testing. Reduction in the # of well-below proficiency and below proficiency students. Conversely, an increase in the # of near proficiency and proficient students. (Initial &amp; Intermediate outcome)</p> <p>Peer to peer observation, walkthrough, and EES evaluation data</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Many of our economically disadvantaged families do not emphasize academics before Kindergarten and start school below proficiency. Based on the iReady universal screener, consistently around three-fourths of our students start 6th grade at 1-4 grade levels behind. (76%)</p> <p>Increasing percentage of EL learners with more NEP learners (31%)</p> <p>Increasing percentage of low SES High Risk Students (87%)</p> <p><a href="#">Root Causes</a> 1.2, 2.1, 2.2, 3.1, 3.2</p>	<p>Fall, Winter, and Spring ELO for EL Learners</p> <p>Lunch &amp; After-School Assistance from Teachers</p> <p>Ketchup Week: Students are required to go to teachers to receive additional support for subjects</p> <p>Hero Points: Students earn points by coming to school on time with their student ID and meeting certain academic goals.</p> <p>Intramurals: After School intramural sports are available to all students. Students create their own teams and thus compete against each other every week. Students are kept out of trouble with directed focus to organized sports. Participation based on attendance on practice &amp; game days.</p> <p>Credit Recovery classes after school 2-3 times a week and during every break.</p> <p>Reading Acceleration classes for our lowest readers after school 2-3 times a week.</p> <p>Math Support classes after school 2-3 times a week.</p> <p>ASAS daily homework hour after school.</p> <p>Iolani Ka'i Tutoring 2 times a week.</p> <p>3 EL classes added to the day. Will consider adding more EL classes should the budget allow.</p> <p>1 NEP EL class added using the Orton Gillingham methods plus after school support</p> <p>eSports &amp; Robotics Teams require 2.0</p> <p>Free Summer Programs: Bridge, Enrichment, Credit Recovery, Remediation, UH STEM, Ka'i</p> <p>Free After School Program</p> <p>Accountable Lead: Lori Morales, EL Coordinator, Principal SW6</p>	<p>-Language arts proficiency (Initial &amp; Intermediate outcomes)</p> <p>-Mathematics proficiency (Initial &amp; Intermediate outcomes)</p> <p>-Science proficiency (Intermediate outcome)</p> <p>-Growth in academic proficiency (Initial &amp; Intermediate outcomes)</p> <p>-Regular attendance (Intermediate outcome)</p> <p>-Percent of English Learners who are meeting or on track to meet English language proficiency. (Initial &amp; Intermediate outcomes)</p> <p>-iReady Reading &amp; Math Proficiency (Initial &amp; Intermediate outcomes)</p> <p>-TeenBiz Lexile Growth (Initial &amp; Intermediate 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 checked="" 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 checked="" 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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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p><a href="#">Root Causes</a> 3.1, 3.2, 3.3</p>	<p>Counselor, GLC, and Admin meetings are set up with all elementary feeder schools at the end of the year to discuss student concerns.</p> <p>All 5th Grade and 8th grade transition IEP attended by JMS representatives.</p> <p>2 Summer Bridge Programs for incoming 6th Graders. After School All Stars Summer afternoon program aligned with Summer Bridge Programs.</p> <p>Encourage and sign up 8th graders to high school transition plans</p> <p>Accountable Lead: Geri Pung, UPLINK Coordinator, Registrar, and SAC</p>	<p>Number of 6th grade families that sign up for Bridge Programs and After School All Stars Program. (Initial outcome)</p>	<p><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 checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input checked="" type="checkbox"/> Other: UPLINK</p>
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<p><b>Social Studies Department</b></p> <p>1. Improve all students' interactions with each other.</p> <p>2. Improve all students' responses on short answer questions.</p> <p>3. Improve students comprehension of nonfiction reading</p>	<p>88% of the students will not be College and Career on the SBA based on current track (Teenbiz lexiles SY24-25).</p> <p>Answering short answer questions is inherently important for students' success.</p> <p>84% of JMS ELL students scored 3 or below in the WIDA testing speaking category.</p> <p><a href="#">25-26 CNA</a></p> <p><a href="#">Root Causes</a></p> <p>1.1, 1.2, 1.3, 2.1, 2.2</p>	<p>1. Social studies department will implement strategies that address structured responses that are clear and concise to a given prompt. (CER, IVF)</p> <p>2. The social studies department will provide students multiple opportunities to engage with Non-Fiction text (QTEL, Teenbiz)</p> <p>3. The social studies department will implement high quality student interaction through the use of round robin, sentence starters, pair share, and collaborative conversations.</p> <p>4. The social studies department will implement current events centralized around the PEGS themes (Political, Economic, Geographic, Social).</p> <p>Accountable Lead: Allen Golden Social Studies Department Head, Principal</p> <p>SW6</p>	<p>1. Baseline and post instructional strategy data. (Initial &amp; Intermediate outcomes)</p> <p>2. Teenbiz lexiles level (Initial &amp; Intermediate outcomes)</p> <p>3. Instructional Data Teams and Walkthroughs. (Intermediate outcomes)</p> <p>4. Peer to peer observation, walkthrough, and EES evaluation data</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 checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" 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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<p><b>Science Department</b></p> <p>1.All science teachers will use a common set of vocabulary terms in order to improve science consistency &amp; learning. (e.g.,constraints, variable, independent variable, dependent variable, controlled variable, claim, evidence, reasoning)</p> <p>2.Improve the quality of discussions by student experience with high-quality, interactive conversations.</p> <p>3. Thinking Classroom: Improve understanding &amp; promotes depth in knowledge by having students work in groups to find their own answers and learn new concepts. Encourages discussion, critical thinking, group work, comradery.</p> <p>KPI Science SBA Proficiency Targets • SY 23-24 Target: 50%</p>	<p>1. Vocabulary - students need more support with science vocabulary filling the gaps in NGSS curriculum (StemScopes) Students need to be strong in SIP, EDP &amp; CER. Using common vocabulary across grade levels will build strength towards mastery. <a href="#">25-26 CNA p.14</a></p> <p>2. High-quality Interactions - students need to talk to each other &amp; converse. They learn from each other &amp; reinforce learning through teaching each other.</p> <p>3. Thinking Classrooms: Improve</p> <p><a href="#">Root Causes</a> 1.1, 1.2, 1.3, 2.1, 2.2</p>	<p>1.Oral discussion, pair-share, games, modeling, revisiting notes, draw/describe, flash cards &amp; other strategies (AVID, GLAD, etc.) &amp; common templates for SIP, EDP &amp; CER.</p> <p>2.Sentence starters, sort-pair-share-move-share &amp; beyond, draw/describe, etc.</p> <p>3.Thinking classroom - standing whiteboard work</p> <p>Accountable Lead- Paige Yerxa Science Dept Head, Vice Principal</p> <p>SW6</p>	<p>1. Pre/post vocabulary test within the context of learning through high quality interactions, hands-on activities, and labs. (Initial &amp; Intermediate outcomes)</p> <p>2. Observation pre/post year (Initial &amp; Intermediate outcomes)</p> <p>3.Formative and Summative Assessments, CER, SIP write-ups. (Intermediate outcomes)</p> <p>4.Peer to peer observation, walkthrough, and EES evaluation data</p>	<p><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, \$  <input checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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<ul style="list-style-type: none"> <li>○ Actual: 62.26% ( met)</li> <li>● SY 24-25 Target: 63.56%</li> <li>○ Actual: TBD</li> <li>● SY 25-26 Target: 64.86%</li> <li>○ Actual: TBD</li> <li>● SY 26-27 Target: 66.16%</li> <li>○ Actual: TBD</li> <li>● SY 27-28 Target: 67.46%</li> <li>○ Actual: TBD</li> <li>● SY 28-29 Target: 68.76%</li> <li>○ Actual: TBD</li> </ul>				
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<p><b>Counseling Department</b></p> <p><b>1.2.1. 75% of our students will attend school regularly 90% or more of the time.</b></p>	<p>Currently 72% of our students are regularly attending school 90% or more of the time.</p> <p>(LEI Kulia attendance SY24-25)</p> <p>Root Causes 3.1, 3.2, 3.3, 3.4</p> <p>SW1</p>	<p>Outreach by school level BSHA, Counselors, and Administration will be consistently used to improve school attendance.</p> <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Parent meetings</li> <li>• Micronesian BSHA to communicate with families in native language</li> <li>• Parent workshops</li> <li>• Parent Square Communication</li> </ul> <p>Extra-curricular activities</p> <ul style="list-style-type: none"> <li>• Girls volleyball team</li> <li>• E-gaming team</li> <li>• After School All Stars Program</li> <li>• Quarterly Intramurals</li> <li>• JUKE Ensemble (Ukulele)</li> <li>• Micronesian Club</li> </ul> <p>HERO Points Store</p> <ul style="list-style-type: none"> <li>• Snacks</li> <li>• Privileges (Free Dress, First at Lunch)</li> <li>• Uniforms &amp; School Supplies</li> <li>• Toys &amp; Sports Equipment</li> </ul> <p>SW6</p>	<p>Attendance data from Infinite Campus will be used to provide evidence. (Intermediate outcome)</p> <p>Percent of students attending 90% or more days of instruction. (Intermediate outcome)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input checked="" type="checkbox"/> JMS Foundation</li> <li><input checked="" type="checkbox"/> UPLINK, \$</li> <li><input checked="" type="checkbox"/> RCUH Grant \$</li> </ul>
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<p><b>1.2.2. 90% students demonstrate positive behaviors at school</b></p>	<p>88% of the students have acquired less than three behavior referrals. (Panorama behavior data SY24-25).</p> <p><a href="#">Root Cause</a> 3.1, 3.2, 3.3</p>	<p>All students are made aware of our school wide behavior support program, HERO, being implemented to promote positive behavior.</p> <p>Students can redeem their positive points at our HERO store weekly</p> <ul style="list-style-type: none"> <li>• All teachers award students HERO points</li> <li>• Counselors run the HERO store with student helpers</li> <li>• Students can recoup points by demonstrating positive behaviors.</li> </ul> <p>Quarterly incentives</p> <p>Hybrid Second Step SEL Program implemented in Advisor/Advisee time along with schoolwide team building and service learning activities.</p> <p>Schoolwide assemblies and Parent communication through ParentSquare.</p> <p>SW6</p>	<p>Number of students able to redeem HERO points at the store will increase each quarter. (Initial &amp; Intermediate outcomes)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input checked="" type="checkbox"/> Other: Donations &amp; Foundation,</p> <p><input checked="" type="checkbox"/> UPLINK</p>
<p><b>1.2.3. All students experience a Nā Hopena A'o environment for learning.</b></p>	<p>Our school vision and mission aligns with the 6 outcomes of Nā Hopena A'o.</p> <p><a href="#">Root Cause</a> 3.1</p>	<p>Some of our school's Nā Hopena A'o enabling activities include:</p> <ul style="list-style-type: none"> <li>• Belonging: Panorama Survey, Second Step curriculum</li> <li>• Responsibility: HERO, AA activities,</li> <li>• Excellence: Semester grade level Awards Assemblies, exploratory wheel offering,</li> <li>• Aloha &amp; Total Well-being: SEL through Second Step curriculum &amp; AA activities</li> <li>• Sense of Hawaii: 7th Grade S.S. curriculum</li> </ul> <p>Accountable Lead: Shaunte Nobriga - Counseling Department Head, Vice Principal</p>	<p>Panorama results administered 3 times per year, SQS Survey, improved attendance. (Initial &amp; Intermediate 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"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

Band	<a href="#">Root Cause</a> 1.1, 1.2, 1.3	<p>Students will be able to listen, read, then perform and explain music literature in the class curriculum. I can use Think Pair Share strategies, Do Now , and solo performance (A,B,C)</p> <p>Start the beginning of class with daily SEL activities to build positive student relationships to ensure safety in and out of the classroom. Students are aware of consequences for rules/regs broken. Students can verbally explain the rules and describe the consequences for their actions. (C,D)</p> <p>Accountable Lead: Joe Ruszkowski, Band Teacher SW6</p>	<p>A. Sentence starters will be recorded. Do test scores improve? Use teacher checklists. (Intermediate outcome)</p> <p>B. Teacher observations during Think Pair Share - notes, review and reflect as a class (Key words, key questions.) Check for student understanding. Charts/graphic organizers. (Intermediate outcome)</p> <p>C. Review and reflect on Do Nows as a class.</p> <p>D. Monitor safety issues and student behaviors through the number of referrals and phone calls home. (Intermediate outcome)</p>	<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 checked="" type="checkbox"/> Other:__, \$
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PE/Health	<p>Allowing the students to interact and share knowledge through high quality interactions and guided questions. Students will help to reinforce learning through peer teaching.</p> <p><a href="#">Root Cause</a> 1.1, 1.2, 1.3</p>	<p>S's will be able to listen, read, then discuss and explain those instructions or scenarios to other students for clarity. I can use Sentence Starters, Think Pair Share strategies, Do Now etc. (ABC)</p> <p>Start the beginning of class with daily SEL activities to build positive student relationships to ensure safety in and out of the classroom. Students are aware of consequences for rules/regs broken. (CD)</p> <p>Accountable Lead: Ethan Spencer Health/PE Teacher</p>	<p>A. Sentence starters will be recorded. Do test scores improve? Use teacher checklists. (Intermediate outcome)</p> <p>B. Teacher observations during Think Pair Share - notes, review and reflect as a class (Key words, key questions.) Check for student understanding. Charts/graphic organizers. (Intermediate outcome)</p> <p>C. Review and reflect on Do Nows as a class.</p> <p>D. Monitor safety issues and student behaviors through the number of referrals and phone calls home. (Intermediate outcome)</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: __, \$</p>
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<p>CTE</p> <p>a. Focus on English Language Learners and increase their opportunities for speaking and writing.</p> <p>b. Develop relationship skills. I will keep myself and my classmates safe in class.</p>	<p>Allowing the students to interact and share knowledge through high quality interactions and guided questions. Students will help to reinforce learning through peer teaching.</p> <p><a href="#">Root Cause</a> 1.1, 1.2, 1.3</p>	<p>Accountable Lead: CTE Teacher</p> <p>a. Will do sentence starters in class and have students answer verbally to check for understanding. Incorporate sentence starters into safety, building and drafting skills. (AB)</p> <p>b. Start the beginning of class with daily reminders to ensure safe behaviors from students. Utilize Do Nows, sentence starters, and reflective questions. (CD)</p> <p>Accountable Lead: Jeffrey Lim, CTE Teacher and Electives Department Head, Vice Principal</p> <p>SW6</p>	<p>A. Sentence starters will be recorded. Do test scores improve? Use teacher checklists. (Intermediate outcome)</p> <p>B. Teacher observations during Think Pair Share - notes, review and reflect as a class (Key words, key questions.) Check for student understanding. Charts/graphic organizers. (Intermediate outcome)</p> <p>C. Review and reflect on Do Nows as a class.</p> <p>D. Monitor safety issues and student behaviors through the number of referrals and phone calls home. (Intermediate outcome)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: Perkins</p> <p><input checked="" type="checkbox"/> Other:__, \$</p>
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<p>CBI</p> <p>1. Build relationships with peers and adults in/outside of the classroom setting.</p> <p>2. Effectively communicate with peers and adults in/outside of the classroom setting.</p> <p>3. Be community contributors and demonstrate work related skills in the school setting.</p> <p>4. Be self directed learners by following directions and routines.</p>	<p>1. Trauma-Informed practices (Relationships &amp; SEL)</p> <p>2. Improve academic success</p> <p>3. Increase opportunities for speaking/communication</p> <p>4 .Increase/improve vocational/life skills</p> <p><a href="#">Root Cause</a> 3.1, 3.2, 3.3</p>	<p>1. Provide opportunities for hands-on skills and real world applications</p> <p>2. Increase money skills/management</p> <p>3. Opportunities for in-person purchases at the various merchants in the community</p> <p>4. Work related skills - Cafeteria monitors (serving lunch procedures, janitorial duties - sweeping floors, wiping tables)</p> <p>5. Aquaponics maintenance (feed fish)</p> <p>6. Community/pedestrian safety. Independence skills</p> <p>7. Laundry procedures (wash/fold school loaner uniforms, aquaponics rags, kulia sports uniforms)</p> <p>8. Run errands</p> <p>9. File/shelf returned library books in alpha/numeric order, organize books on shelves</p> <p>Accountable leads: Fe Dahlia Lapitan - FSC Teacher Roth Pung - Student Services Coordinator Principal</p> <p>SW6</p>	<p>1. Skills Duty Checklist (Timesheets): Job description, Location, Date, Time, Confirmation, and Comments (Intermediate outcome)</p> <p>2. CBI activity worksheets (Intermediate outcome)</p> <p>3. IEP Data Sheets (Initial &amp; Intermediate outcomes)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" 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 1.2 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? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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?" Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	<p>Positive relationships between students and teachers are not strong.</p> <p>Students are not engaged by content area curriculum.</p> <p>Students do not have set routines at home which leads to poor sleep habits and leads to lethargy and lack of focus when they arrive at school.</p> <p>Students give up easily when it's difficult or they're bored. Academic stamina is low.</p> <p><a href="#">Root Cause</a> 3.1, 3.2, 3.3, 3.4</p>	<p>Implementation of a new place-based Hawaii Wayfinder SEL Curriculum to engage students and teachers in relationship building.</p> <p>Implementation of Wayfinder to enhance personal relationships between student-student and student-teacher.</p> <p>Continued outreach to the community by attending community meetings, partnerships with public housing leaders and partnerships with churches and other community organizations where our students and families attend functions.</p> <p>Accountable Leads: Reid Kuba, Principal Kealii Freitas, Vice-Principal Shaunte Nobriga, Counselor Jessica Shifferly, Counselor Karly Kumo, BSHA</p>	<p>Attendance records including absenteeism and tardiness (Intermediate outcome)</p> <p>Referrals - frequency and severity (Intermediate outcome)</p> <p>Sign in sheets from meetings and workshops</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 type="checkbox"/> Other:__, \$</p>

		SW6		
1.2.2. All students demonstrate positive behaviors at school.	<p>See 1.2.1. Also include:</p> <p>Partnership with HPD to identify and network with known gang affiliations within the community.</p> <p>Partnership with community youth athletics organizations in the community to engage students in other activities instead of idle time after school hours.</p>	<p>Implementation of a new place-based Hawaii Wayfinder SEL Curriculum to engage students and teachers in relationship building.</p> <p>Implementation of Wayfinder Curriculum to enhance personal relationships between student and student and student and teacher.</p> <p>Continued outreach to the community by attending community meetings, partnerships with public housing leaders and partnerships with churches and other community organizations where our students and families attend functions.</p> <p>Accountable Leads:  Reid Kuba, Principal  Kealii Freitas, Vice-Principal  Shaunte Nobriga, Counselor  Jessica Shifferly, Counselor  Karly Kumo, BSHA  Community policing Officer  SW6</p>	<p>Attendance records including absenteeism and tardies (Intermediate outcome)</p> <p>Referrals - frequency and severity (Intermediate outcome)</p> <p>Sign in sheets from meetings and workshops</p> <p>Team Rosters, schedule of events</p> <p>Awards and accolades achieved through participation (Intermediate outcome)</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 type="checkbox"/> Other:__, \$</p>



<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>Commitment to Na Hopena A'o by linking Wayfinder curriculum</p> <p>Ensure ALL staff are trained/exposed to Na Hopena A'o Curriculum</p>	<p>Na Hopena A'o training for all staff on campus. In addition, include the corresponding publications and ensure they are visible and public.</p> <p>Include Na Hopena A'o talking points when addressing parent meetings or participating community outreach.</p> <p>Provide the opportunity for students to experience Na Hopena A'o away from campus by:</p> <ul style="list-style-type: none"> <li>- Organizing field trips to expose students to experiences outside of their community</li> <li>- Organize events to provide speakers and activities on campus for all stakeholders of Jarrett Middle School</li> </ul> <p>Reid Kuba, Principal Kealii Freitas, Vice-Principal Shaunte Nobriga, Counselor Jessica Shifferly, Counselor Karly Kumo, BSHA Community policing Officer SW6</p>	<p>Attendance records including absenteeism and tardies (Intermediate outcome)</p> <p>Referrals - frequency and severity (Intermediate outcome)</p> <p>Sign in sheets from meetings and workshops</p> <p>Team Rosters, schedule of events</p> <p>Awards and accolades achieved through participation (Intermediate outcome)</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 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.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <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 K-12 experience, engage in a variety of career, community, and civic opportunities.</p>		<p>6th Grade Career Day 7th Grade KCC Field Trip 8th Grade HCC Field Trip</p> <p>CBI class on campus jobs (e.g., library reshelving, cafe clean up, community shopper program, wash loaner uniforms)</p> <p>Grade level service learning projects (e.g., park &amp; gym clean ups, traffic community awareness campaigns, campus beautification projects)</p> <p>After School All Stars, JUKE, and Micronesian Club community projects (e.g., Elementary Musical Shows, Ala Moana &amp; Kahala Mall Shows, Elderly Homes art projects and musical performances, Pre School Day Volunteers, AVID community events, Valley to Valley Christmas event)</p> <p>Accountable Leads: Counselors ASAS &amp; Club Advisors</p>	<p>Planning and completion of events. (Initial outcome)</p>	<p><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 checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant: UPLINK  <input checked="" type="checkbox"/> Grant: UH  <input checked="" type="checkbox"/> Other: 21st Cent</p>

<b>K-12 Alignment</b> 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Large number of students begin JMS below grade level in math.  The past 3 years of proficiency at the beginning of each school year were 27%, 17%, and 20%	High passing percentage of Algebra I class.  High number of students enrolled in Algebra I	Number of students who pass the Algebra EOC Exam. (Initial outcome)	<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 type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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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.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
2.1 All teaching positions are filled	School positions are unfilled or filled by NHQT. Teacher	Target all Teacher positions filled by the start of the school year.	# of unfilled positions.	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$

<p>with highly qualified teachers.</p> <p>2.2 Increase the number of teachers who are SIQ and TESOL Certified.</p> <p>2.3 All casual hire staff positions are filled with competent and caring people.</p>	<p>candidates are limited in NeoEd and good teacher candidates are rare.</p> <p>Good PPTs are also hard to find.</p> <p>Priority 1: ELL Population that has increased to 31%</p> <p>Priority 2: High Quality Instruction to increase state testing scores to be at or above complex and state averages</p>	<p>Target all EL PTT and PPT positions filled by the start of the school year.</p> <p>Continue to add to the number of SIQ teachers by encouraging and offering department opportunities.</p> <p>Look for TESOL certified teachers during interviews for hiring teachers.</p> <p>Accountable Leads: Lori Morales, EL Coordinator Reid Kuba, Principal Kealii Freitas, Vice Principal</p>	<p># of positions filled with NHQT.</p> <p># of unfilled classified and casual hire positions.</p>	<p><input checked="" 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 checked="" 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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## 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>  <b>and Name of Accountable Lead(s)</b> <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.	Parent involvement in their child's education is minimal in low-SES populations.  Continue communication of school progress with community partners.	Annually recruit incoming parents to serve on the SCC.  Annually designate student representatives to the SCC from Town Council Elections.  Continue strong partnerships and involvement of community partners on the SCC.	PCNC to schedule at minimum, quarterly SCC meetings.  Meeting Minutes.  Annual Principal Evaluation	<input checked="" 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 type="checkbox"/> Grant:____, \$ <input checked="" type="checkbox"/> Other:____, \$

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>Increase family involvement in the academic progress of their child.</p> <p>Increase family involvement in the general well-being and growth of their middle level child(ren).</p>	<p>Increase in disadvantaged students.</p> <p>Increase in academic needs.</p> <p>Low-SES and disadvantaged families lack involvement in their child's education.</p> <p><a href="#">Root causes</a> 3.3, 3.4</p>	<p>Continue to sign up as many families to Infinite Campus to gain access to their child's attendance and grades.</p> <p>Teachers update grades in Infinite Campus four times a quarter.</p> <p>Daily morning absence notification and afternoon tardy notification.</p> <p>Home visits for both positive and negative communications.</p> <p>Monthly newsletter.</p> <p>Fund PCNC and BSHA positions</p> <p>School Instagram account.</p> <p>Parent Square parent notifications in home language (even Chuukese).</p>	<p>Planning and completion of these parent involvement systems and events.</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: 21st Cent</p> <p><input checked="" type="checkbox"/> Other: Private Partnerships</p>

		<p>Continue our proactive online planner on our website to inform families weekly of class agendas, homework, and announcements (<a href="http://bit.ly/jms7planner">bit.ly/jms7planner</a>)</p> <p>Continue and improve various family events</p> <ul style="list-style-type: none"> <li>- Pottery Nights</li> <li>- Attendance and Grades Night</li> <li>- Credit Recovery Orientation</li> <li>- Ka'i Family Nights</li> <li>- Open House</li> <li>- Parent-Teacher Conferences</li> <li>- 8th Grade Promotion Ceremony</li> <li>- Quarterly ASAS Ho'ike Events</li> <li>- School Musicals</li> <li>- Family Food Distribution</li> <li>- Palolo Housing Community Meetings</li> </ul>		
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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 Jarrett Middle School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

**Total student instructional hours per year** *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*

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**Did your school submit a SCC Waiver Request Form? Please explain.**

No

**Bell Schedule:** See Next Page

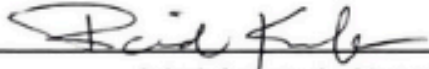


***Jarrett Middle School Bell Schedule SY24-25 (07.24.24)***

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30 (30m) Homeroom/iReady <i>Pick up laptops</i>	8:00-8:30 (30m) Homeroom/iReady <i>Pick up laptops</i>	8:00-8:30 (30m) Homeroom/AR <i>Pick up laptops</i>	8:00-8:30 (30m) Homeroom/AR <i>Pick up laptops</i>	8:00-8:30 (30m) Advisory/SEL <i>Pick up laptops</i>
8:30-8:55 passing (3m)	8:30-8:55 passing (3m)	8:30-8:55 passing (3m)	8:30-8:55 passing (3m)	8:30-8:55 passing (3m)
8:55-9:19 Pd. 1 (46 min.)	8:55-9:19 Pd. 1 (46 min.)	8:55-9:19 Pd. 1 (46 min.)	8:55-9:19 Pd. 1 (46 min.)	8:55-9:19 Pd. 1 (46 min.)
9:19-9:22 passing (3m)	9:19-9:22 passing (3m)	9:19-9:22 passing (3m)	9:19-9:22 passing (3m)	9:19-9:22 passing (3m)
9:22-10:08 Pd. 2 (46 min.)	9:22-10:08 Pd. 2 (46 min.)	9:22-10:08 Pd. 2 (46 min.)	9:22-10:08 Pd. 2 (46 min.)	9:22-10:08 Pd. 2 (46 min.)
10:08-10:11 passing (3m)	10:08-10:11 passing (3m)	10:08-10:11 passing (3m)	10:08-10:11 passing (3m)	10:08-10:11 passing (3m)
10:11-10:57 Pd. 3 (46 min.)	10:11-10:57 Pd. 3 (46 min.)	10:11-10:57 Pd. 3 (46 min.)	10:11-10:57 Pd. 3 (46 min.)	10:11-10:57 Pd. 3 (46 min.)
10:57-11:32 (35m) <b>LUNCH</b> 10:57>1 <sup>st</sup> bell 11:00>2 <sup>nd</sup> bell	10:57-11:32 (35m) <b>LUNCH</b> 10:57>1 <sup>st</sup> bell 11:00>2 <sup>nd</sup> bell	10:57-11:32 (35m) <b>LUNCH</b> 10:57>1 <sup>st</sup> bell 11:00>2 <sup>nd</sup> bell	10:57-11:32 (35m) <b>LUNCH</b> 10:57>1 <sup>st</sup> bell 11:00>2 <sup>nd</sup> bell	10:57-11:32 (35m) <b>LUNCH</b> 10:57>1 <sup>st</sup> bell 11:00>2 <sup>nd</sup> bell
11:32-11:35 passing (3m)	11:32-11:35 passing (3m)	11:32-11:35 passing (3m)	11:32-11:35 passing (3m)	11:32-11:35 passing (3m)
11:35-12:21 Pd. 4 (46 min.)	11:35-12:21 Pd. 4 (46 min.)	11:35-12:21 Pd. 4 (46 min.)	11:35-12:21 Pd. 4 (46 min.)	11:35-12:21 Pd. 4 (46 min.)
12:21-12:24 (3m)	12:21-12:24 (3m)	12:21-12:24 (3m)	12:21-12:24 (3m)	12:21-12:24 (3m)
12:24-1:10 Pd. 5 (46 min)	12:24-1:10 Pd. 5 (46 min)	12:24-1:10 Pd. 5 (46 min)	12:24-1:10 Pd. 5 (46 min)	12:24-1:10 Pd. 5 (46 min)
1:10-1:13(3m)	1:10-1:13(3m)	1:10-1:13(3m)	1:10-1:13(3m)	1:10-1:13(3m)
1:13-1:59 Pd. 6 (46 min)	1:13-1:59 Pd. 6 (46 min)	1:13-1:59 Pd. 6 (46 min)	1:13-1:59 Pd. 6 (46 min)	1:13-1:59 Pd. 6 (46 min)
1:59-2:02 passing (3m) Return laptops to hmrn Remain till dismissal <b>2:02 Student Dismissal</b>	1:59-2:02 passing (3m) Return laptops to hmrn Remain till dismissal <b>2:02 Student Dismissal</b>	1:59-2:02 passing (3m) Return laptops to hmrn Remain till dismissal <b>2:02 Student Dismissal</b>	1:59-2:02 passing (3m) Return laptops to hmrn Remain till dismissal <b>2:02 Student Dismissal</b>	1:59-2:02 passing (3m) Return laptops to hmrn Remain till dismissal <b>2:02 Student Dismissal</b>
2:02-3:00 Student Support/IEP's	2:02-3:00 Team/Dept. Mtg.	2:02-3:00 Faculty/Leadership	2:02-3:00 Student Support/IEP's	2:02-3:00 Student Support/IEP's

### Title I Addendum to the School Year 2025-2026 Academic Plan (AcPlan)

<b>School Name:</b> Jarrett Middle School
<b>Date:</b> April 6, 2025


<b>Administrator's Signature</b>

The Title I Addendum is an assurance that a Title I school will meet the following Schoolwide (SW) Program Requirements for the school year.

**Directions:**

1. All schoolwide (SW) program plan requirements must be addressed and labeled in the AcPlan, if applicable
2. Check each box indicating the SW was met in the AcPlan process

Title I Schoolwide Program Requirements	Component Met
<b>SW1:</b> The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	<input checked="" type="checkbox"/>
<b>SW2:</b> The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	<input checked="" type="checkbox"/>
<b>SW3:</b> The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.	<input checked="" type="checkbox"/>
<b>SW4:</b> The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	<input checked="" type="checkbox"/>



<p><b>SW5:</b> If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).</p>	<input type="checkbox"/> NA
<p><b>SW6:</b> The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <ul style="list-style-type: none"> <li>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</li> <li>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</li> <li>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include— <ul style="list-style-type: none"> <li>(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;</li> <li>(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</li> <li>(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</li> <li>(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</li> <li>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs</li> </ul> </li> </ul>	<input checked="" type="checkbox"/>