

Jarrett Middle School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Reid Kuba	
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Approved by Complex Area Superintendent Linell Dilwith	
	4/20/26

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

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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
6	'19 Amplify ELA ▾	Ready ▾	Mosa Mack	
7	'19 Amplify ELA ▾	Ready ▾	Mosa Mack	
8	'19 Amplify ELA ▾	Ready ▾	Mosa Mack	

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
6	English 3D			
7	Read180			
8	Read180			

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 ▾

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: Infinite Campus
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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. 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
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2026

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

Year of Next Self-Study:

2029

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

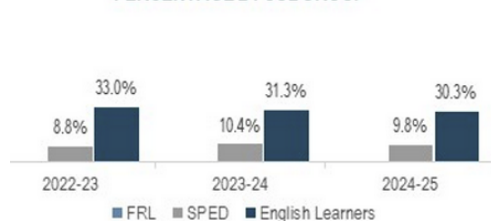
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1 **Student Need:** EL Learners need all teachers to utilize EL Learner strategies that engage students in academic conversations and provide more opportunities to engage in writing across all content areas. EL learners also need increased adult support through push-in and pull-out opportunities.

Since SY2018-19, Jarrett Middle School has seen a 200% "explosion" of EL students. The population of English Learners (EL) steadily increased throughout a six-year period, rising from 10% to more than 30%. It has gone as high as 34% during the 23-24 school year. English Learners currently make up a little over 30% of the total enrollment at JMS, a 60% 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.

PERCENTAGE BY SUBGROUP



Root/Contributing Cause:

COFA was set to end in 2023, but was extended. PREL noted that there would be a surge in our Micronesian population. Kaimuki Complex has the highest ELL population in the state. 85% of ELs are already long term when they arrive in 6th grade at JMS.

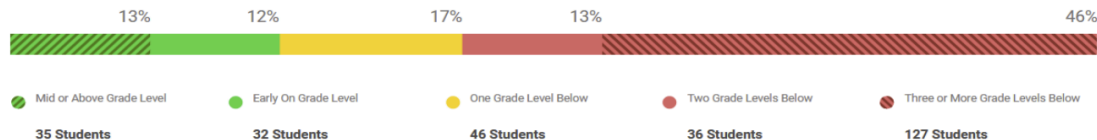
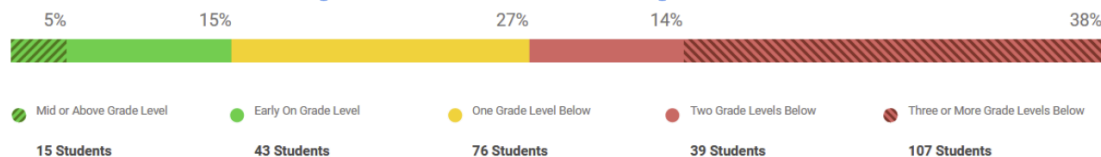
- 1.1 Lack of all teachers embracing the mindset of being teachers of language, specifically speaking & writing.
- 1.2 Inconsistent implementation of specific and intentional EL strategies in all classrooms.
- 1.3 Students lacking opportunities to engage in high quality academic conversations on a daily basis.
- 1.4 Lack of support needed for 60% increase in ELL students.
- 1.5 Lack of support for 85% of ELL students who are LONG TERM ELs when they come in 6th Grade.
- 1.6 Students don't know the importance of the WIDA test and what they need to do to improve.

2

Student Need: All students need highly qualified teachers in reading and math who can build positive relationships and push students beyond their potential (achieve their stretch goals). Students need increased opportunities to engage in academic conversations in ELA and Math that translate to writing opportunities in both English and numeracy language.

Consistently we see a large majority of students below proficiency at the beginning of the year based on iReady diagnostic data. Over two-thirds of the students at our school start the school year below reading proficiency, with a five year average of 58% of students reading at least 2 grade levels below proficiency. That is a tremendous learning challenge, and there is also an increasing trend on the amount of students who are more than 3 grade levels behind in their reading abilities.

iReady diagnostic data also shows that close to half the students at our school start the school year below Math proficiency, with a five year average of 45.8% of students being at least 2 grade levels below proficiency. There is also an increasing trend on the amount of students who are more than 3 grade levels behind. The number of students who are 3 grade levels behind in Math spiked in SY24-25 with approximately 35% students.

SY25-26 ELA Beginning of Year Diagnostic Test Results**SY25-26 Math Beginning of Year Diagnostic Test Results**

	<u>Root/Contributing Cause:</u> Students currently in middle school were locked down during the pandemic in their early elementary years and missed key reading and numeracy foundations. The vast majority of JMS students did not go to preschool. Traditionally, all Palolo ES students come to JMS. ELA proficiency from PES of students now at JMS = 30%, 30%, 38%. Math proficiency from PES now at JMS = 12%, 20%, 25%. Low SES families don't provide or utilize free resources that expand a child's prior knowledge base (e.g., C&C Park Programs, Public Libraries, After School Programs). Million Word Gap by kindergarten for Low SES students. 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, RACER) 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 SY24-25.
3	<u>Student Need:</u> Chronic Absenteeism - Students need to be in school to be able to access and engage in EL strategies for learning, academic conversations, all content area writing opportunities, . <u>Root/Contributing Cause:</u> Parents have multiple jobs often leaving students home alone or allowing students to stay up late in the night. Cultural practices, such as funerals, house cleaning, or watching siblings, often automatically cause students to be chronically absent. Values and actions at home do not focus on learning. Chronic Absenteeism is highest in our Native Hawaiian (12%) and Pacific Islander (25%) subgroups. They are also the 2 highest student population groups on campus. (Native Hawaiian = 16%, Pacific Islander = 43%) 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. 3.4 Lack of resources to proactively address absences and tardies. 3.5 Chronic Absenteeism contributes to students not feeling like they are a part of the school.

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 Identified Student Need(s): CNA Plan pp. 12-14 • EL Learners need continued, additional language support with ESL/ELD classes (1.1, 1.2, 1.3, 1.4, 1.5, 2.1) • EL Learners need EL Support classes taught by SIQ and TESOL certified Language Arts teachers. (1.2, 1.3, 1.4, 1.5, 2.1) • EL Learners need more consistency to bridge communication between home-school-community with events at the Palolo Learning Center (3.3, 3.4) • EL Learners need more opportunities for speaking in all classrooms. Their oral speaking interactions need to be sustained interactions utilizing academic vocabulary & concepts during classroom activities. (1.1, 1.3, 1.4, 1.5, 2.1, 2.2) • EL Learners need increased opportunities for writing in all classrooms. These opportunities will promote academic vocabulary, justification, and thinking in writing. (1.1, 1.4, 1.5, 2.1, 2.2) • Students need teacher positions filled with qualified hires that include SIQ hours and/or TESOL certification. (Related to 2.6) • EL Learners need continued additional support - ELO and after school classes (1.4, 1.5, 3.1) • EL Learners need 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) • 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) • Ongoing professional development for teachers to understand the cultural backgrounds of their students and to create inclusive learning environments. (3.1, 3.2)
2	Targeted Subgroup: Disadvantaged Student Learners Identified Student Need(s): CNA Plan pp. 4-5 • Students need strong Tier 1 instruction in all ELA and Math classrooms driven by the state approved viable curriculum - Amplify & ReadyMath. (Science & SS also to use state approved viable curriculum) (2.1, 2.2, 2.3) • Students need Targeted support of below proficient students in both ELA and Math • ALL of our "Bubble Kids" need extra support & encouragement through their homeroom classes • Students need more opportunities across the curriculum with consistent writing strategies. Provide on-going professional development opportunities for teachers to refine their educational practices - Writing across all classes focused on the RACER strategy (1.1, 1.2, 1.3, 2.1, 2.2) • Teachers need a regular meeting schedule and protocol for teams and departments to collect and analyze data to make better data-driven decisions that support students. (1.1, 1.2, 2.1, 2.2) • Review and revise Pacing Guide and Curriculum Maps so teachers engage in intentional planning to address standards help align student learning (1.1, 1.2, 2.1, 2.2, 2.3) • Reinstate teacher peer observations and support. Schedule regular and purposeful time for teams and departments to interact. (1.1, 1.2, 2.1)

	• 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) • Math Department to continue utilizing ReadyMath and English Department to continue implementing Amplify. (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4)
3	<u>Targeted Subgroup:</u> Chronically Absent Student Learners <u>Identified Student Need(s):</u> CNA Plan pp. 21-23 • Students need a positive reward system (MINGA) for coming to school daily on-time and expanding the program to reward positive student behavior. Monitoring students for time out of class is also needed to maximize student learning. (3.1, 3.5) • Students need help with educating their families about the importance of daily school attendance. A dedicated beginning of the year Family Night focused on attendance/grades is needed to build consistency between home and school. (3.3, 3.4) • Students need a parent communication system to communicate important school events to provide consistency between home and school. There is a greater need for Chuukese and Native Hawaiian families. (3.3, 3.4) • Students need a supportive community. Utilizing 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, Hazel Health, ALPSS class, Palolo Boxing Partnership, Connect with local sports teams, Child & Family Services, etc. (3.1, 3.2, 3.3, 3.4) • 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)



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
Social Studies Proficiency 1.1.3. All students are proficient in Social Studies by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	88% of the students will not be College and Career on the SBA based on current track (Teenbiz lexiles SY24-25). Answering short answer questions is inherently important for students' success. 84% of JMS ELL students scored 3 or below in the WIDA testing speaking category. <u>Root Causes</u> 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5	1. Social studies department will implement strategies that address structured responses that are clear and concise to a given prompt. (RACER, IVF) 2. The social studies department will provide students multiple opportunities to engage with Non-Fiction text (QTEL, Teenbiz) 3. The social studies department will implement high quality student interaction through the use of round robin, sentence starters, pair share, and collaborative conversations. 4. The social studies department will implement current events centralized around the PEGS themes (Political, Economic, Geographic, Social). SW1, SW6	1. Baseline and post instructional strategy data. (Initial & Intermediate outcomes) 2. Teenbiz lexiles level (Initial & Intermediate outcomes) 3. Instructional Data Teams and Walkthroughs. (Intermediate outcomes) 4. Peer to peer observation, walkthrough, and EES evaluation data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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. KPI Math SBA Proficiency Targets ● SY 23-24 Target: 50% ○ Actual: 31% (not met) ● SY24-25 Target: 31% ○ Actual: 21% (not met) ● SY 25-26 Target: 33% ○ Actual: TBD ● SY 26-27 Target: 35% ○ Actual: TBD ● SY 27-28 Target: 36% ○ Actual: TBD ● SY 28-29 Target: 38% ○ Actual: TBD	20% of students are proficient in MATH: All students will show 3% growth on iReady screeners. SBA proficiency rates will increase to 34%. (iReady EoY SY23-24 = 31% SY24-25 = 27%) (SBA EoY SY23-24 = 31% SY24-25 = 21%) 26-27 CNA p. 29 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. Root Causes 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4	Continue and 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. Strengthen “Building Thinking Classrooms” strategies to increase math discourse, student collaboration, and problem solving. Strengthen RACER (CER) strategy to get students to write their thinking process and engage in higher level thinking to solve real-world math problems. Continue the use of 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. Department will continue to gather and analyze data on grade level priority standards to determine targeted intervention plans Continue Tier 2 instruction with all teachers focused on specific students approaching proficiency. Learning how to integrate focused small group targeted intervention in the classroom. Accountable Lead- Ted Edwards, Department Chairperson, Principal SW1, SW6	Percent of eighth graders demonstrating grade-level proficiency in math. (Initial & Intermediate outcome) Percent of students who are not proficient in math by the end of eighth grade who receive additional personalized support. (Intermediate outcome) 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 & Intermediate outcome) Peer to peer observation, walkthrough, and EES evaluation data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Language Arts Reading Proficiency 1.1.2.a All students read proficiently by the end of eighth grade, and those who do not read proficiently receive necessary and timely support to become proficient. Writing Proficiency 1.1.2.b All students write proficiently by the end of eighth grade, and those who do not write proficiently receive necessary and timely support to become proficient. Speaking and Listening Proficiency 1.1.2.c All students speak and listen proficiently by the end of eighth grade, and those who do not speak and listen proficiently receive necessary and timely support to become proficient.	41% of students are proficient in ELA. All students will show 5% growth on iReady screeners and SBA proficiency rates will increase by 5% to 46%. (SBA SY24-25 = 42%) 26-27 CNA 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. 26-27 CNA Root Causes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2	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. 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. Constructed Response using CER, RACER, RACE and other writing strategies. Implement “Thinking Classrooms” strategies (whiteboard group activities) EL WestEd and other strategies will be implemented in all classrooms. • Formal & informal speaking activities • Sentence frames for discussions • Small group work • Slam poetry • Debate • Acting/Songwriting Performances • Philosophical chairs • Peer:peer conversations ○ Guided ○ Spontaneous ○ Self-directed • Include more SEL activities in ELA instruction ○ Self-reflection discussions Accountable Lead = Andrew Grant, Department Chairperson, Vice Principal Fall, Winter, and Spring ELO for EL Learners	Percent of eighth graders demonstrating grade-level proficiency in reading. (Initial & Intermediate outcome) Percent of students who are not proficient in reading by the end of eighth grade who receive additional personalized support. (Intermediate outcome) 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 & Intermediate) AMPLIFY formative and summative writing assessments. (Initial & Intermediate) AMPLIFY speaking and listening formative and summative assessments. (Initial & Intermediate) Participation in public speaking opportunities in and out of the classroom. (Initial & Intermediate)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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KPI ELA SBA Proficiency Targets ● SY 23-24 Target: 65% ○ Actual: 48% (not met) ● SY 24-25 Target: 50% ○ Actual: 42% (not met) ● SY 25-26 Target: 53% ○ Actual: TBD ● SY 26-27 Target: 55% ○ Actual: TBD ● SY 27-28 Target: 59% ○ Actual: TBD ● SY 28-29 Target: 61% ○ Actual: TBD		Lunch & After-School Assistance from Teachers Ketchup Week: Students are required to go to teachers to receive additional support for subjects Credit Recovery classes after school 2-3 times a week and during every break. ASAS daily homework hour after school. Iolani Ka'i Tutoring 2 times a week. 3 EL classes added to the day. Will consider adding more EL classes should the budget allow. Free Summer Programs: Bridge, Enrichment, Credit Recovery, Remediation, Ka'i, After School All Stars Free After School Program Accountable Lead: Marcus Au Young, EL Coordinator and Principal SW1, SW6	Peer to peer observation, walkthrough, and EES evaluation data	
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Science Proficiency 1.All science teachers will use a common set of vocabulary terms in order to improve science consistency & learning of the NGSS. 2.Improve the quality of discussions by student experience with high-quality, interactive conversations. 3. CER: Improve quality and depth of writing by using the RACER strategy to complete CERs. 4. 1.1.4.All students are proficient in Science by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. KPI Science SBA Proficiency Targets ● SY 23-24 Target: 50% ○ Actual: 46% (not met) ● SY 24-25 Target: 64% ○ Actual: 35% (not met) ● SY 25-26 Target: 65%	1. Vocabulary - students need more support with science vocabulary filling the gaps in NGSS curriculum (Mosa Mack). Students need to be strong in SIP, EDP & CER. Using common vocabulary across grade levels will build strength towards mastery. 2. High-quality Interactions - students need to talk to each other & converse. They learn from each other & reinforce learning through teaching each other. 3. Quality and depth of writing and responding to prompts - students need to support their answers with evidence and reasoning.	1.Oral discussion, pair-share, games, modeling, revisiting notes, draw/describe, flash cards & other strategies (AVID, GLAD, etc.) & CER. 2.Sentence starters, sort-pair-share-move-share & beyond, draw/describe, etc. 3.CER - Using the RACER strategy for responding to questions. 4. Implement NGSS through our schoolwide science program, Mosa Mack (NGSS common vocabulary examples: criteria, constraints, variable, independent variable, dependent variable, controlled variable, claim, evidence, reasoning, phenomenon, model) Accountable Lead- Paige Yerxa Science Dept Head, Vice Principal SW1, SW6	1. Pre/post vocabulary test within the context of learning through high quality interactions, hands-on activities, and labs. (Initial & Intermediate outcomes) 2. Observation pre/post year (Initial & Intermediate outcomes) 3.Formative and Summative Assessments, CER, SIP write-ups. (Intermediate outcomes) 1. Peer to peer observation, walkthrough, and EES evaluation data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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○ Actual: TBD ● SY 26-27 Target: 66% ○ Actual: TBD ● SY 27-28 Target: 67% ○ Actual: TBD ● SY 28-29 Target: 69% ○ Actual: TBD	Root Causes 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5			
CBI 1. Build relationships with peers and adults in/outside of the classroom setting. 2. Effectively communicate with peers and adults in/outside of the classroom setting. 3. Be community contributors and demonstrate work related skills in the school setting. 4. Be self directed learners by following directions and routines.	1. Trauma informed practices (Relationships & SEL) 2. Improve academic success 3. Increase opportunities for speaking and communication. 4. Increase/improve vocational/life skills Root Causes 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5	● Provide opportunities for hands on skills and real world applications ● Increase money skills/management ● Opportunities for in person purchases at the various merchants in the community ● Work related skills - Cafeteria monitors (serving lunch procedures, janitorial duties - sweeping floors, wiping tables) ● Grounds Maintenance (raking, and weeding) ● Aquaponics maintenance (feed fish) ● Community/pedestrians safety, independence skills (crossing the road) ● Riding the bus (social skills, providing bus fare, reading the schedule, timing journeys) ● Laundry procedures (wash old school loaner uniforms, aquaponics rags, janitor rags, Kulia sports uniforms, intramural towels) ● Run errands (delivery and pickup, etc.) ● File/shelf returned library books in alpha/numeric order/organize books on shelves. ● Coffee cart management (maintain inventory, pricing, taking orders, money skills, set up and clean up) Accountable leads: Kathleen McDonough - FSC Teacher Roth Pung - Student Services Coordinator Principal SW1, SW6	Skills Duty Checklist (Timesheets): Job description Location, Date, Time, Confirmation and comments. (Intermediate outcome) CBI activity worksheets (Intermediate outcome) IEP Data Sheets (Initial & Intermediate outcomes)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

PE 1. Develop physical literacy and fundamental motor skills for lifelong fitness. 2. Effectively communicate and demonstrate sportsmanship with peers in a physically active setting. 3. Be self-directed learners by setting personal health goals and following safety routines. 4. Improve physical and mental health to support overall academic success. 5. Increase personal wellness management and lifelong fitness skills. Root Causes 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5	1. Students lack fitness & exercise opportunities in their community. 2. Team sports are limited in our community with limited opportunities for hands-on skills and real world wellness applications. 3. Students lack the experience of tracking their fitness data and incorporating the science of exercise and goal setting. 4. Our students just play. They lack structured sports opportunities and learning the safety aspects that come with organized sports. 5. Students lack opportunities to support each other with their fitness goals.	1. Introduce Skill-Based Circuit Training: Instead of always jumping straight into full-court games, use stations to isolate specific fundamental skills so students get high repetitions. Examples such as a striking station, a volleying station, a target-throwing station. 2. Modified Games as needed; Use small-sided games (e.g., 3v3 instead of 11v11) to ensure every student gets more "touches" on the ball and more opportunities to practice fundamental movements. 3. Incorporate Stress-Relief Days, which periodically offer a "choice day" focused specifically on stress relief, where students can choose between a high-energy game to burn off frustration or a less energy intensive activity. 4. and 5. Introduce Heart Rate Monitoring so each student knows how to find their resting heart rate and calculate their target heart rate zone. Accountable Lead: Jordan Okamura Health/PE Teacher SW1, SW6	1. SMART goal-setting worksheet 2. Peer Coaching checklist	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Band 1. Develop music reading skills and apply them to performance technique 2. Communicate with students and parents on progression of band performance 3. Develop self-directed music learners and allow for growth of independent performance techniques 4. Provide a comfortable learning environment that is welcoming to all students	1. Students lack the ability to read and perform complex rhythmic phrases 2. Students are deficient in understanding interpretation of musical styles of the various stages of musical development 3. Student struggle with performance of advanced musical technique 4. Students are deficient in focus and concentration while performing as a group Root Causes 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5	1. Students will be able to listen, read, then perform and explain rhythmic complexities in the class curriculum. I can use Think Pair Share strategies, Do Now, and solo performance. 2. Students will explain verbally and in writing how style affects performance in the band setting 3. Students will learn the concept of “Chunking”, or the the idea of breaking down complex phrases into smaller chunks to make the process of performance easier 4. 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. Accountable Lead: Joe Ruszkowski, Band Teacher SW1, SW6	1 Students will be assessed daily with informal observation 2. There will be bi-weekly formal summative assessment through performance	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	All teachers are teachers of language. All teachers will engage in our school improvement plan. 25-26 Proficiency Plan Root Causes 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.5	Every classroom will implement the RACER writing strategy to engage students in higher level thinking about reading, reading comprehension, and writing. All students will have multiple opportunities to write using the RACER strategy, mark the text strategies, and engage in academic conversations about their reading task. All classrooms will engage in academic conversations that promote the use of academic vocabulary and multiple rounds of back and forth conversation. Accountable Leads: Reid Kuba, Principal & Curriculum Coordinator, and Andrew Grant, ELA Department Head SW1, SW6	Student sample work to be discussed by grade level and by department. Use of a common rubric and calibration of scores will be discussed by grade level and department.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___, \$ ☐ Other:___, \$
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Rising 6th graders need a transition program from elementary to middle school to help reduce the anxiety of starting a new school. Root Causes 1.4, 1.5, 3.4, 3.5	Rising 6th graders are able to attend a Summer Bridge Program for two weeks from. Focus is on building relationships, familiarizing students to Middle School concepts and team building. Rising 6th graders can also join a summer fun program with After School All Stars from 12-3 pm. Assist the high schools in signing 8th graders up for their respective bridge programs & sports for 9th graders Accountable Leads: Keali'i Freitas, Vice Principal and Summer School Director and Geri Pung, Registrar/SAC SW1, SW6		☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___, \$ ☒ Other:___, \$

★ 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.	Positive relationships between students and teachers are not strong. Students are not engaged by content area curriculum. 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. Students give up easily when it's difficult or they're bored. Academic stamina is low. Root Causes 3.1, 3.2, 3.3, 3.4, 3.5	Implementation of a new place-based Hawaii Wayfinder SEL Curriculum to engage students and teachers in relationship building. Implementation of Wayfinder to enhance personal relationships between student-student and student-teacher. 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. Accountable Leads: Reid Kuba, Principal Kealii Freitas, Vice-Principal Shaunte Nobriga, Counselor Jessica Shifferly, Counselor Karly Kumo, BSHA SW1, SW6	Attendance records including absenteeism and tardiness (Intermediate outcome) Referrals - frequency and severity (Intermediate outcome) Sign in sheets from meetings and workshops	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school.	See 1.2.1. Also include: Partnership with HPD to identify and network with known gang affiliations within the community. Partnership with community youth athletics organizations in the community to engage students in other activities instead of idle time after school hours. Root Causes 3.1, 3.2, 3.3, 3.4, 3.5	Implementation of a new place-based Hawaii Wayfinder SEL Curriculum to engage students and teachers in relationship building. Implementation of Wayfinder Curriculum to enhance personal relationships between student and student and student and teacher. 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. Accountable Leads: Reid Kuba, Principal Kealii Freitas, Vice-Principal Shaunte Nobriga, Counselor Jessica Shifferly, Counselor Karly Kumo, BSHA Community policing Officer SW1, SW6	Attendance records including absenteeism and tardies (Intermediate outcome) Referrals - frequency and severity (Intermediate outcome) Sign in sheets from meetings and workshops Team Rosters, schedule of events Awards and accolades achieved through participation (Intermediate outcome)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	Commitment to Na Hopena A'o by linking Wayfinder curriculum Ensure ALL staff are trained & exposed to Na Hopena A'o Curriculum	Na Hopena A'o training for all staff on campus. In addition, include the corresponding publications and ensure they are visible and public. Include Na Hopena A'o talking points when addressing parent meetings or participating community outreach. Provide the opportunity for students to experience Na Hopena A'o away from campus by: - Organizing field trips to expose students to experiences outside of their community - Organize events to provide speakers and activities on campus for all stakeholders of Jarrett Middle School SW1, SW6 Accountable Leads: Reid Kuba, Principal Kealii Freitas, Vice-Principal Shaunte Nobriga, Counselor Jessica Shifferly, Counselor Karly Kumo, BSHA Community policing Officer	Attendance records including absenteeism and tardies (Intermediate outcome) Referrals - frequency and severity (Intermediate outcome) Sign in sheets from meetings and workshops Team Rosters, schedule of events Awards and accolades achieved through participation (Intermediate outcome)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.4 All staff will understand and implement JMS' Hawaii Multi-Tiered System of Support (HMTSS)	Teachers have a vague idea of the HMTSS. Consistent systems of support help our disadvantaged population. Referral systems of support exist, but they are not documented in a plan.	Develop their school systems to support struggling students. Complete the HMTSS Blueprint with the teaching faculty and share this Blueprint with the full staff. Create referral procedures that are efficient and consistent. Summarize the system into an infographic to share with parents and community when necessary. Create an annual timeline for sharing, implementing, and updating the HMTSS Plan, with extra support and awareness going to new faculty members. HMTSS team will participate in the August 31-September 1 (2-day) targeted HMTSS PD to create the blueprint that will drive implementation throughout the school. SW6 Accountable Leads: Reid Kuba, Principal Kealii Freitas, Vice-Principal Shaunte Nobriga, Counselor Roth Pung, SSC Ted Edwards, SpEd Department Head	SY25-26 Update HMTSS Blueprint. Summer 26 Revise and update HMTSS Blueprint. Create Infographic SY26-27 Qtr 1: Share Blueprint and Infographic to the full faculty. Implement referral processes. Roll out processes to new faculty. Qtr 2: Review processes and update and align w/ AcPlan if necessary. Qtr 3: Share updates with full faculty.	☒ 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. CTE Classes All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Most students are not thinking about careers and we want to give students exposure to career opportunities and skills. CBI Students lack real life experiences to learn.	CTE class exposes students to skills that are used in the work place, such as construction and carpentry. CBI class on-campus jobs (e.g., library reshelving, cafe clean up, community shopper program, wash loaner uniforms, coffee & cookie cart). Also weekly CBI field trips to apply their learning. Grade level service learning projects (e.g., park & gym clean ups, traffic community awareness campaigns, campus beautification projects) Accountable Lead: Jeffrey Lim, CTE Teacher and Electives Department Head, Vice Principal, Counselors, Kate McDonough - CBI Teacher. SW1, SW6	Lessons plans, project build in class Number of CBI trips for the year. Profit for coffee and cookie cart. Completion of grade level service learning projects,	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

K-12 Alignment 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.	Despite having approximately $\frac{2}{3}$ of students being below proficient, we also have students who are at or above proficiency that need to be challenged.	Every core content area in every grade level has an accelerated class. 8th Grade has an Algebra class and takes the EOC Algebra test at the end of the year. Every grade level has an AVID elective class focusing on college and career readiness. Accountable Leads: 8th Grade Algebra Teacher, AVID Teachers SW1, SW6	Continued offering of Alg 8 and AVID 6, 7, 8. Possible expansion and continuation of accelerated classes (e.g., 6th grade has 2 accelerated classes in SY25-26)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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.

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>
2.1.1 Fill all school positions with qualified, good people who have a heart and the resilience to be a middle school educator.	Middle School students need to learn from highly qualified content specialists . Being in middle school can be challenging when working with adolescents.	Increase the amount of HQ Teachers on campus. Hold all teachers accountable for the school wide agreements that the Leadership Team determines. Use various platforms for hiring teachers & support staff (e.g., NeoEd, UH contacts, UH & Chaminade Student Teachers, LinkedIn, Indeed, etc.). Accountable Lead: Reid Kuba, Principal and Keali'i Freitas, Vice Principal	All Emergency Hire teachers are in a degree or certificate program. Check in at the beginning of semester on each of their progress.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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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>	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>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Schools need a shared responsibility for Student Success. Involve various role groups in school wide decision-making.	SCC will continue to have a complete council with full representation of various role groups: - Administration - Teacher - Staff - Student - Parent - Community Accountable Lead: Reid Kuba, Principal	SCC will continue to have quarterly meetings. Qtr 1: SY & Personnel Update Qtr 2: Budget Update Qtr 3: Budget & Academic Update Qtr 4: Academic, Personnel, & Budget update w/ Principal Evaluation	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ 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>
Parent Workshops and Activities	Parent involvement tends to decline in middle school and in low-SES communities Root Causes 3.3, 3.4	Infinite Campus Parent Workshop Attendance Parent Workshop SBA Workshop Pottery Night Math/Science Night Band, Micronesian Club, Glee Club, Poly-Music Performances	Completion of events	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ 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>
Fill all support positions: Room Cleaners, EAs, PTTs, PPTs, Custodians, SSAs, PCNC, BSHA, Office Provide all the resources for classroom teachers to effectively engage students in learning	In a small school, missing personnel have a greater consequence on existing personnel who have to fill the gap with added responsibilities	Utilize NeoEd for all applicable vacant positions Use various platforms for support staff (e.g., NeoEd, UH contacts, UH & Chaminade Student Teachers, LinkedIn, Indeed, etc.) For casual positions, recruit "subs" to create a bench of workers to fill any absences or vacancies Accountable Leads: Reid Kuba, Principal and Keali'i Freitas, Vice Principal		☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Aquaponics, \$ ☒ Other: JMS Foundation, \$

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 **Jarrett 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 **Jan 15, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 6, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Plan reviewed & created by the full faculty and Leadership Team
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 6, 2026**

Attested:

Jarrett Middle School Principal	Signature	Date
Reid Kuba	<i>Reid Kuba</i>	Apr 6, 2026

SCC Chairperson	Signature	Date
Andrew Grant	<i>Andrew Grant</i>	Apr 6, 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:
Contact Chaminade to see if more service learners are available to tutor students.	Students are far below proficiency in Math and ELA.	Principal will reach out to Chaminade.
Are there more Chuukese students at UH or KCC to help, and to serve as mentors?	Majority of students who are below proficiency are Chuukese students	SCC member who is a professor at UH will check for the school.

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

No problem or concern. They agree with the targeted subgroups (e.g., EL Learners, Disadvantaged Learners, Chronically Absent Learners) with a focus on striving for Quality Instruction in the classroom.

Attested:

SCC Chairperson	Signature	Date
Andrew Grant	<i>Andrew Grant</i>	4/6/26

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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1101
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Jarrett Middle School Bell Schedule SY25-26 (effective 07.11.25)

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 (30m) Homeroom iReady M	8:00-8:30 (30m) Homeroom iReady M	8:00-8:30 (30m) Homeroom AR	8:00-8:30 (30m) Homeroom AR	8:00-8:30 (30m) Homeroom SEL
8:30-8:33 passing (3m)	8:30-8:33 passing (3m)	8:30-8:33 passing (3m)	8:30-8:33 passing (3m)	8:30-8:33 passing (3m)
8:33-9:19 Pd. 1 (46 min.)	8:33-9:19 Pd. 1 (46 min.)	8:33-9:19 Pd. 1 (46 min.)	8:33-9:19 Pd. 1 (46 min.)	8:33-9:19 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.)
10:57-11:35 (38m) LUNCH 1 st bell-10:57am 2 nd bell-11:02	10:57-11:35 (38m) LUNCH 1 st bell-10:57am 2 nd bell-11:02	10:57-11:35 (38m) LUNCH 1 st bell-10:57am 2 nd bell-11:02	10:57-11:35 (38m) LUNCH 1 st bell-10:57am 2 nd bell-11:02	10:57-11:35 (38m) LUNCH 1 st bell-10:57am 2 nd bell-11:02
11:35-11:38 passing (3m)	11:35-11:38 passing (3m)	11:35-11:38 passing (3m)	11:35-11:38 passing (3m)	11:35-11:38 passing (3m)
11:38-12:24 Pd. 4 (46 min.)	11:38-12:24 Pd. 4 (46 min.)	11:38-12:24 Pd. 4 (46 min.)	11:38-12:24 Pd. 4 (46 min.)	11:38-12:24 Pd. 4 (46 min.)
12:24-12:27 (3m)	12:24-12:27 (3m)	12:24-12:27 (3m)	12:24-12:27 (3m)	12:24-12:27 (3m)
12:27-1:13 Pd. 5 (46 min)	12:27-1:13 Pd. 5 (46 min)	12:27-1:13 Pd. 5 (46 min)	12:27-1:13 Pd. 5 (46 min)	12:27-1:13 Pd. 5 (46 min)
1:13-1:16(3m)	1:13-1:16(3m)	1:13-1:16(3m)	1:13-1:16(3m)	1:13-1:16(3m)
1:16-2:02 Pd. 6 (46 min)	1:16-2:02 Pd. 6 (46 min)	1:16-2:02 Pd. 6 (46 min)	1:16-2:02 Pd. 6 (46 min)	1:16-2:02 Pd. 6 (46 min)
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

Jarrett Middle School Bell Schedule:

Title I Addendum to the School Year 2026-2027 Academic Plan (AcPlan)

School Name: Jarrett Middle School

Date:
3/16/26



Administrator's Signature

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
SW1: 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.	☐ X
SW2: 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.	☐ X
SW3: 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.	☐ X
SW4: 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.	☐ X

SW5: 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).	☐ NA
SW6: 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— (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; (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 (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— (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; (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); (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.); (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 (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs	☒ X