

Stevenson Middle School Academic Plan SY 2025-2026

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

Submitted by Principal Laurie Luczak	
	3-14-2025

Approved by Complex Area Superintendent Linell Dilwith	
	4/8/25

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	'19 Amplify ELA ▾	Ready ▾	Amplify Science	Middle School World History (Canvas)
Grade 7	'19 Amplify ELA ▾	Ready ▾	Amplify Science	Pacific Islanders (Canvas) Hawaii the Pacific State (Txtbk)
Grade 8	'19 Amplify ELA ▾	Ready ▾	Amplify Science	teacher created lessons
Algebra I (Grade 8)	n/a	Other: ▾ Amplify Desmos Algebra I	n/a	n/a

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 8				Gale in Context

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
Grades 6-8	I-Ready ▾	I-Ready ▾
EL	WIDA Screener ▾	Select One ▾
	Select One ▾	Select One ▾

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: The Successful Middle School Staff Self-Assessment Report SY 23-24
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

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

Year of Next Action: 2027

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

SY 26-27

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: Improve schoolwide and classroom climate/culture.

SY 24-25 EES Panorama Student Perception School & Classroom Survey

Topic	Percent Favorable
Valuing of School	57%
School Safety	51%
Classroom Teacher-Student Relationships	62%
Classroom Engagement	43%

Root/Contributing Cause:

1A) The beliefs, strategies, and methods pertaining to middle-level education are not applied consistently.

1B) Students might not experience a sense of safety at school.

1C) The lessons, clubs, and school-sponsored activities may not align with students' interests or personal relevance, resulting in a lack of engagement.

2

Student Need: Increase student proficiency in ELA, math, & science**SBA and HSA Proficiency Data by SY**

	SY 21-22	SY 22-23	SY 23-24	Changes
ELA	57%	59%	60%	+3 % pt.
Math	36%	40%	42%	+6 % pt.
Science	39%	56%	55%	+16 % pt.

Root/Contributing Cause:

2A) Limited and inconsistent differentiation and support for grade-level material.

2B) Inconsistent use of department curricular materials and inquiry methods

2C) Screener information is not being utilized to guide instructional planning and to assess the needs of students.

2D) Resistance to change or fixed mindsets results in a curriculum utilization that avoids rigor and leans towards teacher preference in instructional decisions making.

2E) Varying levels of implementation of curriculum, instruction, assessment, and grading practices resulting in inconsistency of practice and implementation of departmental agreements.

3

Student Need: Increase student SEL competencies.**SEL Panorama Student Survey % of Favorable Responses**

SEL Category	Winter 24
Emotional Regulation	49%
Grit/Perseverance	54%
Growth Mindset	51%
Self-Efficacy	43%
Self- Management	67%
Sense of Belonging	55%
Social Awareness	56%

Root/Contributing Cause:

3A) Students need to persevere when faced with challenges. There is a need to build both academic and social-emotional endurance.

3B) Developmentally, students do not yet have the tools to help them problem-solve and make sound decisions consistently.

3C) Limited opportunities to engage in self-reflection regarding their fixed mindset hinders the development of a growth mindset.

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: English Learners (EL)

Identified Student Need(s): Increase English Language Proficiency (ELP), ELA, math, and science SpEd proficiency to decrease the achievement gap between EL and non-high need students.

EL Student Proficiency and Achievement Gap

		ELP	ELA	Math	Science
SY 23-24	EL	14.7%	6.6%	7.8%	10%
	Achievement Gap		69.1 % pt.	49% pt.	61.6% pt.

2 Targeted Subgroup: Special Education (SpEd)

Identified Student Need(s): Increase ELA, math, and science SpEd proficiency to decrease the achievement gap between SpEd and non-high need students.

SpEd Student Proficiency and Achievement Gap

		ELA	Math	Science
SY 23-24	SpEd	3%	8.8%	0%
	Achievement Gap	72.7 % pt.	48 % pt.	71.6 % pt.



Priority 1 High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of sixth grade, and those who do not read proficiently receive necessary and timely support to become Proficient.</p> <p><u>KPI ELA Student SBA Proficiency Targets</u></p> <ul style="list-style-type: none"> ● SY 23-24 Target: 60.5% <ul style="list-style-type: none"> ○ Actual: 60% (not met) ● SY 24-25 Target: 62.3% <ul style="list-style-type: none"> ○ Actual: TBD ● SY 25-26 Target: 64.2% <ul style="list-style-type: none"> ○ Actual: TBD ● SY 26-27 Target: 66.1% <ul style="list-style-type: none"> ○ Actual: TBD ● SY 27-28 Target: 68% <ul style="list-style-type: none"> ○ Actual: TBD ● SY 28-29 Target: 69.8% <ul style="list-style-type: none"> ○ Actual: TBD 	<p>Reference student need/root cause: 2 (A-E)</p>	<ol style="list-style-type: none"> 1. Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum (Amplify ELA). (ELA Department Head) <ul style="list-style-type: none"> ○ Core writing across grade levels: Informative, argumentative, and narrative ○ Solos for reading comprehension & constructed response ○ Grammar lessons 2. Amplify ELA Curriculum Training for New Teachers: Teachers new to the program will receive a 3 hour virtual onboard training from Amplify. (CC, DH) 3. Quality Interactions methods, such as EL strategies, to encourage and improve oracy/discourse will be implemented in all classrooms. (EL Coordinator - Kashimura) <ul style="list-style-type: none"> ○ Word walls - both dynamic and static ○ Providing sentence stems or other response/thinking organizers ○ KLU strategies 4. i-Ready My Path Lessons: All students will complete i-Ready My Path lessons to reach their i-Ready reading diagnostic stretch goal. (AA and ELA teacher). 5. Reading Intervention Study Hall: At the end of every quarter ELA teachers use the i-Ready screener data and Grade-Level (CFAs) to group/identify students (not SPED and EL) in need of study hall reading intervention based on skill levels. (CC & ELA Dept) 	<p>Pacing Guides to check for horizontal and vertical alignment with Amplify ELA and CCSS.</p> <p>Data Team progress monitoring: -student work analysis - baseline (standards mastery- CFA) data -targeted strategy -common summative assessment results</p> <p>ELA department meetings: Summer planning (2 days) and weekly dept meetings.</p> <p>i-Ready reading universal screener, benchmark tracker, (fall, winter, spring).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<p>6. SpEd and EL students will receive specialized instruction according to their IEP and EL level of English proficiency. (SSC - Awana, SpEd Department Head - Matsushige & EL Coordinator - Kashimura)</p> <p>7. Independent Reading Log: All students will read independently throughout the SY. (ELA teachers)</p> <p>8. Summer reading: Books will be distributed to students to complete summer reading. ELA teachers will follow up at the BOY. (ELA teachers)</p> <p>9. Writing Instruction: Argumentative, informative, and narrative writing instruction will be provided in ELA, social studies, science, and mathematics as appropriate to the content area learning targets. (Core subject teachers)</p>		
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<p>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.</p> <p><u>KPI Math Student SBA Proficiency Targets</u></p> <ul style="list-style-type: none"> ● SY 23-24 Target: 41.0% ○ Actual: 41.0% (met) ● SY 24-25 Target: 42.5% ○ Actual: TBD ● SY 25-26 Target: 44.1% ○ Actual: TBD ● SY 26-27 Target: 45.6% ○ Actual: TBD ● SY 27-28 Target: 47.1% ○ Actual: TBD ● SY 28-29 Target: 48.7% ○ Actual: TBD 	<p>Reference student need/root cause: 2 (A-E)</p>	<ol style="list-style-type: none"> 1. Update all pacings guides to address priority standards for vertical and horizontal alignment. (Math DH) 2. i-Ready training for math teachers to use instructional tools on the i-Ready platform to assess & scaffold instruction based on student needs- Standards Mastery, Comprehension Checks, & Prerequisites. (CCs) 3. Strengthen Tier 1 instruction in all math classrooms by following and using viable curriculum--Ready Math & Amplify Desmos. (Math DH, CC) 4. Differentiate instruction to meet the diverse needs of students. (Math DH) 5. Relate math concepts to real-life situations to make learning relevant. (Math DH) 6. Implement frequent formative assessments to monitor progress. (Math DH) 7. Increase oracy/discourse in mathematics classes through the use of BTC practices to build student ownership, perseverance, and deepen understanding of mathematics. (Math teachers) 8. i-Ready My Path Lessons: All students will complete i-Ready My Path lessons (math class, study hall, AA, home) to reach their i-Ready diagnostic mathematics stretch goal. (AA and math teachers) 	<p>Pacing Guides to check for horizontal and vertical alignment Ready Math and CCSS.</p> <p>Departmental learning walks focused on BTC strategies.</p> <p>Data Team progress monitoring: -student work analysis - baseline (standards mastery- CFA) data -targeted strategy -common summative assessment results</p> <p>Math department meetings: Summer planning (2 days) and weekly dept meetings.</p> <p>i-Ready mathematics universal screener (fall, winter, spring).</p>	<ul style="list-style-type: none"> <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: REACH \$
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		<p>9. Math Intervention Study Hall: Math teachers will use i-Ready screener data and Grade-Level Planning (Prerequisites) reports to group/identify students (not SPED and EL) in need of study hall math intervention for second and third quarter based on skill levels. (Math DH)</p> <p>10. Provide after school math tutoring to support students that are not proficient in mathematics. (CC- Horikami)</p> <p>11. SpEd and EL students will receive specialized instruction according to their IEP and EL level of English proficiency. (SSC - Awana, SpEd Department Head - Matsushige & EL Coordinator - Kashimura)</p>		
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>Reference student need/root cause: 2 (A-E), 3 (A, C)</p>	<p>1. Provide training (CC)</p> <p>a. Schoolwide:</p> <p>i. Advisory:</p> <ul style="list-style-type: none"> • Panorama Dashboard & Playbook • AVID Advisory • Wayfinder <p>ii. HMTSS: EL & Inclusive Practices Training: All teachers will continue to receive training and support in inclusive practices, ensuring that they have the necessary skills and knowledge to create inclusive learning environments that cater to the diverse needs of all students.</p> <ul style="list-style-type: none"> • HMTSS visual/chart will be used to align actions to needs and provide a method for schoolwide progress monitoring: Checklist, pairing activity, criteria building. <p>b. EL and SPED specialists:</p> <p>i. i-Ready Teacher Toolkit Training: EL and SPED specialists need additional training in how to use supplemental materials.</p> <p>2. Schoolwide implementation and progress monitoring of Tier 1 academic and social-emotional targets to identify effectiveness. Following are some actionable items that are connected to learning intentions.</p> <ul style="list-style-type: none"> • 2x10 strategy (HMTSS Leads) • Teaming index card activity (Wa'a Leads) • Data chats (Wa'a Leads) 	<p>Department and grade level meetings</p> <p>Data team share outs</p> <p>SBA and HSA</p> <p>i-Ready Diagnostic</p> <p>Student rep learning walks</p> <p>Peer learning walks</p> <p>ART learning walks</p>	<p><input 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 type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:__, \$</p>
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		<ul style="list-style-type: none"> • Utilization of viable curriculum and differentiated strategies (DHs) • Build Literacy capacity (Examples: annotating the text, pre-reading strategies, analyzing the title of the text, and predicting what will happen) (EL Coordinator - Kashimura & ELA Department Head) <p>3. Flex Fridays for Q1-4: Study hall, enrichment, or intervention. ELA and math intervention will be held during quarters 2 - 3 to teach the skills needed to succeed in the classroom setting. (Registrar)</p> <p>4. i-Ready My Path Lessons: All students will complete i-Ready My Path lessons to reach their reading and mathematics stretch goals. (AA Teachers)</p> <p>5. Writing Instruction: Argumentative, informative, and narrative writing instruction will be provided in ELA, social studies, science, and mathematics as appropriate to the content area learning targets. (Core subject teachers)</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><i>Required for all schools.</i></p>		<ol style="list-style-type: none"> 1. Faculty will identify 5 exit targets with regards to skills needed to transition from each grade level and on to 9th grade. (DH) 2. Collaborate with feeder schools regarding expected entry targets. (CC) 3. Campus tour for incoming 5th grade students from elementary feeder schools. (SAC) 4. A parent informational meeting for incoming 6th graders. (SAC) 5. Continue 6th grade orientation for all incoming 6th graders to familiarize themselves with the campus and their teachers. (SAC) 6. Students are taken on a tour of Roosevelt High School in the fall of their 8th grade year. (SAC) 	<p>6th Grade Transition:</p> <ul style="list-style-type: none"> • Tour of the campus in the fall of their 5th grade year • 6th grade only on the first day of school • Incoming parent orientation during the spring of their 5th grade year <p>8th Grade Transition to High School:</p> <ul style="list-style-type: none"> • Tour of Roosevelt during the fall of their 8th grade year 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p> <p>HIDOE Middle Level Essential Element #2: An organization designed around teaming and advisory supports academic excellence where students take responsibility for their own learning and personal growth through smaller learning communities, promotes belonging, and provides an adult advocate for all students;</p>	<p>Reference student need & root causes: 1 (A-C), 2 (A-E), 3 (A-C)</p>	<p>1. Grade Level Teams (Admin, Counselors)</p> <ul style="list-style-type: none"> ○ Grade level teams (GLTs) will use the AMLE Team approach of knowing where their students are to look at student progress data during weeks 1, 3, 5, 7, 9 of each quarter. <ul style="list-style-type: none"> i. Week 1: GLTs plan on how they will - as a grade level - communicate with families and support students ii. Weeks 3, 5, 7: GLTs collaborate and use the Panorama Dashboard to identify, develop, communicate, and follow through with intervention plans needed to support at-risk students. iii. Week 9: GLTs reflect on the quarter's progress and prepare for the upcoming quarter. <p>2. Teaming & Advisory (Wa'a Leads)</p> <ul style="list-style-type: none"> ● AA teachers loop with their students from grades 6 - 8 to establish classroom teacher-student relationships. ● AA time is used to provide tier 1 academic and social-emotional mentorship and support (trusted adult, AA teachers). Examples include: <ul style="list-style-type: none"> ○ Confer with students on their academic progress, i-Ready diagnostic, My Path Instructional progress, and course grades ○ Discuss short/long term goals (personal and/or academic such as SBA/HSA, GTT, i-Ready) ○ Provide SEL lessons using Wayfinder and Panorama Playbook. 	<p>-Implementation of HMTSS school blueprint that defines the schools system of support</p> <p>-Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</p> <p>-Schoolwide & Subgroup Data: -Panorama (SEL) *A: Academic Domain- Course Marks, Universal Screener *B: Behavioral Domain- -Attendance -Chronic Absenteeism -Chapter 19 incidences *SEL: SEL Domain -Panorama SEL Survey Data *P: Physical Domain</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<ul style="list-style-type: none"> ○ Address concerns appearing on the Panorama SEL survey results. ● Develop a structure regarding the why and how to use AA times. Collect data via student surveys as part of feedback loops. (Students, Admin, CCs) ● Quarterly team days once a quarter will be held to build cohesion among students in the same team/wa'a and strengthen relationships. <p>3. Departments (DHs)</p> <ul style="list-style-type: none"> ● Use PLC+ process for quarterly data teams ● Align EOY targets to data cycles <p>4. Faculty will meet regularly (at least twice a month) to...</p> <ul style="list-style-type: none"> ○ Monitor progress towards EOY targets focused on social skills. ○ Review data from the Panorama Dashboard regarding the academics, behavior, social emotional and physical health of students. ○ Use data from GL meetings & data cycles to determine the strengths and needs of our students and next steps. ○ Use HMTSS Assessment Tool to identify priorities and inform guidance for schoolwide next steps. ○ PLCs to present their progress quarterly (Faculty) <p>(HMTSS Cadre Leads - Lee, Heaton, Luczak)</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?"</i> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><u>KPI Student Regular Attendance:</u> SY 2024-25 - TBD SY 2023-24 - 89% SY 2022-23 - 90%</p>	<p>Reference student need & root causes: 1 (A-C)</p>	<p>1. <u>Schoolwide:</u></p> <ul style="list-style-type: none"> ○ Build Relationships with Students: Teachers take the time to get to know their students personally. (Wa'a Leads) ○ Create Inclusive Environments: Foster a culture of respect and acceptance in the classroom. (Wa'a Leads) ○ Engage with Relevant Curriculum: Incorporate student interests and real-world applications into lessons. (Dept Heads) ○ Culturally Relevant Teaching: Incorporate diverse perspectives and content that reflects the student body. (Dept Heads) ○ Encourage Extracurricular and Co-Curricular Activity Participation: Promote involvement in school sponsored clubs and activities. (SAC) ○ Enhance Family Engagement: Involve families through events and communication to strengthen support. (SAC & Family Engagement Cohort) ○ Send positive postcards home to students/families (Family Engagement Cohort) <p>2. <u>Interventions/Supports:</u> (Counselors, BHS, PCNC)</p>	<p>LEI Kulia (regular attendance)</p> <p>Panorama SEL and EES Survey:</p> <p><input type="checkbox"/> Positive growth in all categories of the survey.</p> <p>School Quality Survey:</p> <p><input type="checkbox"/> Positive growth in parent in the category of Satisfaction and Involvement/Engagement</p>	<p><input 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 type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

		<ul style="list-style-type: none"> ○ Outreach by school level BHS, counselors, and PCNC will communicate and collaborate in order to consistently address attendance, academic growth and proficiency, student engagement, and build relationships. <ul style="list-style-type: none"> ■ Phone calls ■ Home visits ■ Student/parent meetings 		
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Reference student need & root causes: 1 (B)</p>	<p>1) <u>Schoolwide:</u></p> <ul style="list-style-type: none"> ○ SEL is explicitly taught schoolwide (Wayfinder, Panorama Playbook) ○ Implement PBIS initiatives consistently to promote positive behavior: (HMTSS Leads) <ul style="list-style-type: none"> ■ PBIS Matrix ■ Buc Rewards (Minga) ■ Positive Postcards ○ Clearly articulated and stated schoolwide rules and classroom expectations. (Admin, Counselors) <ul style="list-style-type: none"> ■ Behavior Contract <p>2) <u>Interventions/Supports:</u> (Counselors, BHS, PCNC, Admin)</p> <ul style="list-style-type: none"> ○ Instruction in social skills for students who would benefit from direct instruction. ○ Restorative practices document reviewed and revised as needed Navigation Guide 	<p>LEI Kulia (behavioral incidences)</p> <p>Panorama SEL and EES Survey:</p> <p><input type="checkbox"/> <i>Positive growth in all categories of the survey.</i></p>	<p><input 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 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><i>Required for all schools.</i></p>	<p>Reference student need/root cause: 3 (A - C)</p>	<p>1. Utilize Wayfinder SEL curriculum in AA to address and strengthen student sense of belonging, Hawai'i, excellence, responsibility, total well being, and aloha. (SEL Lead)</p>	<p>Panorama SEL Survey:</p> <ul style="list-style-type: none"> Positive growth in all categories of the survey. 	<p> <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:__, \$ </p>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Reference student need & root causes: 1 (C)</p>	<p>Students will have access to various opportunities in career, community, and civic engagement through:</p> <ul style="list-style-type: none"> • 8th grade field trip to JABSOM • CTE and AgTech elective courses available for all 7th and 8th graders • Field trips, job shadowing (i.e. Construction Day) • CTE Fair or Job Fair on campus • High school visits <p>(CTE Coordinator & SAC)</p>	<p>Panorama SEL and EES Survey:</p> <ul style="list-style-type: none"> • <i>Positive growth in all categories of the survey.</i> 	<p> <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: __, \$ </p>

<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>Reference student need & root causes:</p> <p>1 (C)</p>	<ol style="list-style-type: none"> 1. Collaboration with Feeder Schools: Vertical articulation with elementary and high feeder schools. (Administration & CCs) 2. Grades 6-8 Vertical Articulation: Departments will update all pacings guides to address priority standards for vertical alignment to ensure that students are ready for high school. (DHs) 3. Share entry and exit targets with feeder elementary and high schools to initiate/revise vertical articulation expectations. 4. Offer AgTech and CTE Elective Courses for 7th and 8th grade students. (<i>CTE & AgTech Educators</i>) 5. Partnership with RHS for the CTE - Natural Resources Pathway (<i>Christian Ellis</i>) 	<p>Vertical Articulation and Alignment:</p> <p>At least 1 grade level meeting time set aside to meet with elementary and high feeder schools to share and discuss “entry and exit” points.</p> <p>Vertical articulation to align the “entry and exit” points of all grade levels.</p> <p>Horizontal Articulation and Alignment:</p> <p>Departments will review and revise their curriculum maps at least once a quarter to ensure that the priority standards are being met.</p> <p>Departments will review and revise their pacing guides at least once a week to ensure proper execution of the plans.</p> <p>CTE Student Pre & Post Survey</p>	<p><input 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 type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and 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 to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	Reference targeted subgroup: 1 Currently 61% of teachers have received SIQ hours and/or TESOL certification. By the end of the 25-26 SY, 80% of teachers will receive 72 SIQ hours or TESOL certification.	1. Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> State/District EL course offerings University courses (Principal - Luczak, EL Coordinator - Kashimura)	eHR HQ Data: <i>Percentage of teachers with all SIQ hours completed and/or TESOL certification.</i> Stevenson Survey Data: <i>Plan for teachers without SIQ hours/TESOL certification.</i>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

2.1.2 All teachers are effective or receive the necessary support to become effective.	Proficiency gains in ELA have been modest. We've seen gains in math and science. There was a larger achievement gap in SY23-24. What makes a teacher effective is not only the feedback via the EES cycle. What also supports effective instruction is cohesive, consistent, and collaborative PD and systems of support.	<ol style="list-style-type: none"> In order to be effective, all teachers will be provided support (inservice or PD) for: <ul style="list-style-type: none"> Wayfinder PD Panorama PD EL & Inclusive Practices PD Ready Math and Amplify ELA PD i-Ready PD Triad and ART feedback from quarterly learning walks Individual supports targeting individual needs Faculty Inservice: Strengthen Tier 1 literacy instruction across all content areas (vocabulary, syntax, comprehension, writing). <p>(Administration, Department Heads, Curriculum Coordinators)</p>	<p>eHR HQ data</p> <p>eCSSS records</p> <p>PD sign-in sheets, minutes, shared folders, Google Classrooms , etc.</p> <p>ART Meeting Minutes (review implementation of instructional strategies in classrooms)</p> <p>Progress Monitoring efforts - walk throughs, classroom, learning walks, surveys, samples of CFAs, ART meetings</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" 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"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	Support staff work directly with our students. Consistency and cohesive implementation of instructional strategies and familiarity of core curriculum is needed to support students who need Tier 2 and Tier 3 support so that they too achieve their stretch goals and IEP goals.	<ol style="list-style-type: none"> Administration and SSC will share and offer professional development opportunities for support staff to attend. Provide differentiated PD and In-service depending on their proficiency as per (IPDP, Panorama, SQS, student surveys, and reflection) <p>(Principal - Luczak, SSC - Awana - PLC leads)</p>	<p>Number of professional development opportunities for classified school support staff.</p> <p>The number of PD sessions staff participated in.</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" 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 type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and 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 to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>		<ol style="list-style-type: none"> 1. Elections for vacant positions will be held during spring 2025. 2. Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized (share agenda ahead of time via email and on school website). 3. Meet virtually as a SCC at least once a quarter. 4. All stakeholders will report what was shared at SCC meetings back to their larger community--rather than expecting people to read minutes, share info through email; have a feedback loop. 5. SCC systems and processes will continue to be followed with regard to waiver days, SLCs, and other areas that require SCC oversight. <p>(Principal - Luczak, SCC Chair)</p>	<p>All stakeholder groups are represented in the SCC.</p> <p>SCC minutes</p> <p>Overall positive ratings on the SCC self-assessment survey at the end of the school year.</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 type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

★ 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
3.3.2 All families are engaged in school events/activities and have regular two way communication.	WASC Schoolwide Critical Area #1: Increase community (students, families, and other stakeholders) connectedness to school.	<ol style="list-style-type: none"> All families will actively engage in Student Led Conferences. (SAC and AA teachers) Families will know how to navigate Infinite Campus and the school website. (Registrar - Ellis) Continue school-home communications through the school website, monthly parent newsletters, School Messenger, Infinite Campus portal messages, and whenever possible, BSHAs will translate school documents for the school's demographics. (Principal - Luczak, Registrar - Ellis, EL Coordinator - Kashimura) Parents will receive timely responses from their child's teacher, counselor, and administrator(s). (Luczak - Principal) Parents will receive a copy of their child's Panorama survey and i-Ready diagnostic results. (Counselor, SAC, AA teachers) A PLC will meet monthly to plan/provide family and community engagement opportunities. <ol style="list-style-type: none"> APT & YMCA Sponsored Parent Workshops Monthly Newsletters 	SQS Parent Survey Responses Event RSVPs & Sign In Sheets SCC Minutes Website Google Form Surveys	<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:____, \$

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 Stevenson Middle School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

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

1086 hours/year

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

Yes, RLSMS submitted a Waiver Day for 3 PD days.

Bell Schedule:  Robert Louis Stevenson Middle Bell Schedule