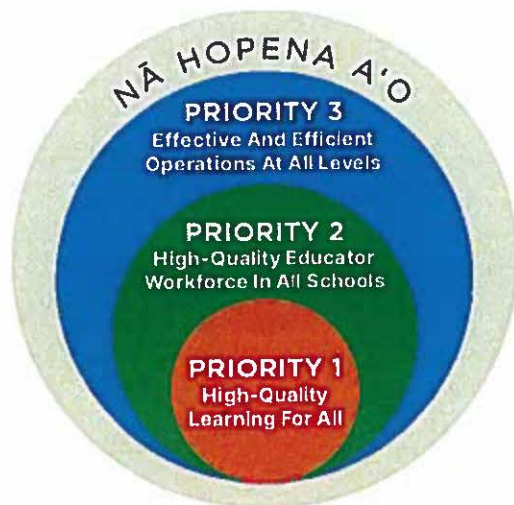




Stevenson Middle School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Sarene Oda	
<i>Sarene Oda</i>	Mar 27, 2026

Approved by Complex Area Superintendent Linell Dilwith	
<i>L. Dilwith</i>	4/16/26

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
Grade 6	'19 Amplify ELA ▾	Desmos Math 6-8 ▾	Amplify Science	Middle School World History (Canvas)
Grade 7	'19 Amplify ELA ▾	Desmos Math 6-8 ▾	Amplify Science	Pacific Islanders (Canvas) Hawaii the Pacific State (Txtbk)
Grade 8	'19 Amplify ELA ▾	Desmos Math 6-8 ▾	Amplify Science	Teacher Created Lessons
Grade 8/Algebra I	N/A	Desmos Math	N/A	N/A

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
6-8/Mathematics		Ready Math Teacher Toolbox		

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
6-8	I-Ready ▾	I-Ready ▾
6-8/ESOL	WIDA Screener ▾	

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:

IDENTIFIED SCHOOL NEEDS

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

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☐ Other current assessment/self-study report:
- ☐ 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:

2027

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

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

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

1	Student Need: Increase student proficiency - Students need to build academic autonomy by integrating foundational fluency with rigorous, inquiry-based practices—specifically by utilizing precise vocabulary and evidence-based reasoning to analyze grade-level texts, solve complex mathematical problems, and justify scientific conclusions.
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Root/Contributing Cause:

1A) ELA: Plateauing proficiency due to low reading stamina, overreliance on scaffolds, and a lack of academic rigor in classrooms

Instructional & Curricular Factors

- Lack of Rigor and Expectations: There is a general lowering of expectations and a lack of academic rigor in the classroom.
- Overreliance on Scaffolds: Students are depending too heavily on instructional support rather than developing independent skills.
- Reduced Frequency of Class Opportunities: ELA proficiency is affected by the lowered frequency of class sessions (3 times a week vs. 4 times a week).

Student Skills & Behavioral Readiness

- Low Stamina and Practice: Students exhibit low reading stamina and a lack of consistent practice in both reading and writing.
- Emotional Regulation: Challenges with students' emotional regulation impact their ability to engage effectively with ELA content.

Systemic & Support Gaps

- Social Promotion (ESSA): Systemic policies like social promotion are contributing to the plateau in proficiency.
- Inadequate Interventions: There is a significant lack of reading interventions (best practice: 3-4 sessions per week for at least 30 minutes each).

1B) Math: Literacy barriers in math vocabulary and insufficient dedicated time for mastery practice

Student Preparation & Materials

- Lack of Necessary Supplies: Students often arrive to class without basic supplies, such as backpacks and required materials, which hinders their readiness to learn.
- Inconsistent Academic Engagement: There is a noted issue with students not taking i-Ready math lessons seriously, which impacts the effectiveness of the digital learning tool.

Instructional & Curricular Gaps

- Need for Content Reinforcement: Students require a more "spiral review" approach to foundational math concepts, i.e., specifically mentioning topics like integers, math facts, and fractions.
- Literacy Barriers in Math: Reading struggles and the complexity of academic vocabulary (e.g., "slope," "constant of proportionality") tend to discourage students and turn them off from the subject.
- Insufficient Practice Time: There is currently not enough dedicated time for students to practice math skills to achieve mastery.

Pedagogical Effectiveness

- Implementation of Instructional Strategies: The report questions the overall "effectiveness of BTC" (Building Thinking Classrooms) strategies as currently implemented in the math curriculum.

	1C) Science: Inflexibility of current curriculum (Amplify) and a lack of hands-on learning opportunities Instructional & Curricular Implementation ● Curriculum Fidelity and Flexibility: Challenges exist with teacher fidelity in using the Amplify science curriculum, which teachers have described as inflexible and difficult to coordinate with other activities. ● Scheduling Incompatibility: Lessons designed for 45 minutes are not being effectively adjusted to fit 68-minute instructional blocks. ● Assessment Limitations: Existing assessments are heavily reliant on multiple-choice questions that lack sufficient rigor to actually assess student comprehension ● Standard Alignment: There is an identified need to better connect the Amplify science curriculum to the HSA (Hawaii State Assessment). Pedagogical & Resource Gaps ● Lack of Engagement and Hands-on Learning: A lack of hands-on activities contributes to students being off-task. ● Financial Barriers: Potential hands-on activities that would engage students often require teachers to pay out-of-pocket for materials. ● Support Materials: There is a lack of pre-differentiated materials and insufficient checks for understanding within the readings. Student Behavior & Technology Use ● Unethical Technology Use: Students are not consistently using technology in an ethical manner during science instruction. ● Task Engagement: Issues with students being off-task impact their overall learning and proficiency.
2	<u>Student Need:</u> Improve Sense of Belonging - Students need to cultivate social-emotional agency by mastering respectful communication and empathy, empowering them to make responsible decisions that foster a culture of belonging while developing the self-advocacy skills necessary to independently access adult support systems during challenging situations. <u>Root/Contributing Cause:</u> 2A) Safety Definition Gap: A disconnect where students define safety as emotional belonging while staff focuses on physical security Relational & Emotional Disconnect ● Safety Definition Gap: A disconnect exists where students define safety as emotional belonging, while staff focus on physical security. Structural & Environmental Factors ● Supervision Gaps: Passive supervision, particularly in hallways, creates an environment where students "feel" unsafe due to the lack of visible adult presence. 2B) Emotional Disconnect: Students report a lack of trusted adults and difficulty getting help with bullying

	Relational & Emotional Disconnect ● Lack of Emotional Support: Many students feel they are not understood and do not have a trusted adult to turn to on campus. ● Unresolved Conflict: A lack of restorative practices means the focus remains on punishment rather than rebuilding student-teacher bonds Structural & Environmental Factors ● Academic Priority Over Well-being: The current school culture prioritizes curriculum coverage over the development of student-teacher relationships and emotional safety. ● Reporting Barriers: Students lack clear or effective methods to report "disrespect," leaving interpersonal issues unaddressed. Individual Student Impact ● Loss of Agency: Students feel a lack of control or voice in their school experience, contributing to overall dissatisfaction. ● Emotional Strain: There is an ongoing tension between student anxiety and outward aggression, affecting how they perceive and interact with the school environment.
3	<u>Student Need:</u> Students—with a critical focus on English Learners and the Special Education population—need to bridge the gap between receptive understanding and expressive mastery by utilizing targeted, multi-sensory strategies that translate oral language into formal writing and mathematical reasoning, thereby narrowing the 77.4% ELA and 56.2% Math achievement gaps through data-driven, individualized support. <u>Root/Contributing Cause:</u> Disconnect ● Gap between what students understand (Listening) and what they can produce (Speaking, Writing, and Math Problem-Solving). ● For SpEd students and ELs, the cognitive load of translating a thought into a formal written sentence or a multi-step math explanation is a primary barrier Lack of Specialized Scaffolding ● School-wide EL strategies may not be sufficiently intensive or specialized enough to address the gap ● Students need explicit, systematic instruction to move from verbal ideas to written academic products. Fluency Barriers in Mathematics ● Foundational fluency and vocabulary are hindering the "meaningful application" of grade-level standards.

- Students struggle with the "language of math" or basic computational fluency, thus they cannot access higher-level word problems or explain their mathematical thinking

Lack of effective Targeting Instruction

- With the wide gaps in our EL and SpEd subgroup, instruction is not precise enough.
- Need to ensure that "targeted support" is actually aligned with the specific deficit (e.g., decoding vs. comprehension in ELA, or calculation vs. reasoning in Math).
- Connect oral understanding to formal writing across all content areas
- Students need to see writing and speaking as tools used in Math, Science, and social settings, rather than isolated tasks, to build the stamina required to close the achievement gap.

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

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

EL Student Proficiency and Achievement Gap

		ELP	ELA	Math	Science
SY 24-25	EL	24.1%	13.2%	9.2%	11.1%
	Achievement Gap		66.8 % pt.	49.6 % pt.	57.2 % pt.

2

Targeted Subgroup: Special Education (SpEd)

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

SpEd Student Proficiency and Achievement Gap

		ELA	Math
SY 24-25	SpEd	2.6%	2.6%
	Achievement Gap	77.4 % pt.	56.2 % 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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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Reading Proficiency 1.1.2. All students read proficiently by the end of eighth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. KPI ELA Student SBA Proficiency Targets ● SY 23-24 Target: 60.5% ○ Actual: 60% (not met) ● SY 24-25 Target: 62.3% ○ Actual: 61.2% (not met) ● SY 25-26 Target: 64.2% ○ Actual: TBD ● SY 26-27 Target: 66.1% ○ Actual: TBD ● SY 27-28 Target: 68% ○ Actual: TBD ● SY 28-29 Target: 69.8% ○ Actual: TBD	Reference student need/root cause: 1A	Teachers will collaborate during weekly PLCs to plan and deliver engaging Tier 1 lessons utilizing approved viable curriculum (Amplify ELA) A) Teachers will engage in PD to understand the CER framework a) Pose a problem (Question) b) Organize Ideas (Thinking Maps/Graphic Organizers) c) Student Answer (Claim) d) Support Ideas (Evidence) e) Explain Thinking (Reasoning) f) Share Thinking (Communication) B) Teachers will create lessons which prioritize structured academic discourse and the schoolwide common CER system to ensure instructional coherence across disciplines. C) Teachers will implement at least 1 lesson monthly in the second semester where students engage in academic discourse and the CER framework D) To build essential literacy stamina, teachers will engage in PD to develop a daily reading fluency routine (e.g., repeated reading or choral reading), with ideas to track progress daily. Accountable Lead(s): ELA Department Head, High Leverage Instruction Leads Each Quarter, teacher teams will utilize i-Ready and Common Formative Assessments (CFAs) during PLCs to analyze student performance data and identify specific learning gaps. A) Based on this analysis, teachers will provide strategic, skill-based Tier 2 interventions up to three times a week.	Qtr 1: 100% of students will take the Fall Reading i-Ready diagnostic assessment Target: 30% of students show growth from baseline in reading fluency and CFA scores by end of cycle 1. Qtr 2: 100% of students will take the Winter Reading i-Ready diagnostic assessment Target: 50% of students demonstrate improvement in reading fluency and CFA performance. Target: 3% increase in the number of students on or above grade level from baseline to winter Reading i-Ready diagnostic.	☒ WSF, \$ 25,000 (i-Ready Diagnostic) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$5,000 (i-Ready Teacher Toolbox) ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		B) To ensure mastery, students will participate in monthly i-Ready progress monitoring (PM), allowing for fluid adjustment of intervention groups based on real-time student needs. Accountable Lead(s): CC (SLN # 1 & 3) (MLSP #3 - CIA)	Qtr 3: 100% of students will take the Spring Reading i-Ready diagnostic assessment 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month. 100% of students will track their reading fluency progress (cold read) weekly. Target: 65% of students show cumulative growth in reading fluency and CFA performance since Q1. Target: 3% increase in the number of students on or above grade level from Winter to Spring Reading i-Ready diagnostic.	
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			Qtr 4: 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month. 100% of students will track their reading fluency progress (cold read) weekly. Target: 75% of students will demonstrate growth in reading fluency and proficiency on CFA scores by the end of year. Target: 6% increase in the number of students on or above grade level from baseline to end of year Reading i-Ready diagnostic.	
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <u>KPI Math Student SBA Proficiency Targets</u> ● SY 23-24 Target: 41.0% ○ Actual: 41.0% (met) ● SY 24-25 Target: 42.5% ○ Actual: 42.6% (met) ● 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	Reference student need/root cause: 1B	Teachers will collaborate during weekly PLCs to plan and deliver engaging Tier 1 lessons utilizing Desmos Math. A) Teachers will engage in PD to understand the CER framework B) Teachers will create lessons that prioritize structured academic discourse (e.g., Math Talks) and the schoolwide common CER system to ensure students can construct viable arguments and critique the reasoning of others. C) Teachers will implement at least 1 lesson monthly in the second semester where students engage in academic discourse and the CER framework D) Teachers will engage in 6 WestED PD sessions focusing on vocabulary and math instruction. E) To bridge foundational gaps, teachers will implement daily skill-fluency routines (e.g., Sprints or Number Talks) targeting but not limited to multiplication, division, and/or fractions based on student needs identified. Accountable Lead: Math Department Head, High Leverage Instruction Leads Each Quarter, teacher teams will utilize i-Ready and Common Formative Assessments (CFAs) during PLCs to analyze student performance data and identify specific learning gaps. A) Based on this analysis, teachers will provide strategic, skill-based Tier 2 interventions up to three times a week. B) To ensure mastery, students will participate in monthly i-Ready progress monitoring (PM), allowing for fluid adjustment of intervention groups based on real-time student needs. Accountable Lead(s):CC	Qtr 1: 100% of students will take the Fall Math i-Ready diagnostic assessment Target: 30% of students show growth from baseline in math fluency and CFA scores by end of cycle 1 Qtr 2: 100% of students will take the Winter Math i-Ready diagnostic assessment 100% of students will track their math fluency progress once a week. Target: 3% increase in the number of students on or above grade level from baseline to winter Math i-Ready diagnostic. Qtr 3:	☒ WSF, \$36,000 (WestEd PD), \$27,000 (Amplify Desmos), WSF \$6,060 (Subs for WestEd PD) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		(SLN # 1 & 3) (MLSP #3 - CIA)	100% of students will take the Spring Math i-Ready diagnostic assessment 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month. 100% of students will track their math fluency progress weekly. Target: 65% of students show cumulative growth in math fluency and CFA performance since Q1. Target: 3% increase in the number of students on or above grade level from Winter to Spring Math i-Ready diagnostic. Qtr 4:	
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			100% of students will engage in academic discourse and the CER framework at least 1 lesson per month. 100% of students will track their math fluency progress weekly. Target: 75% of students will demonstrate growth in math fluency and proficiency on CFA scores by the end of year. Target: 6% increase in the number of students on or above grade level from baseline to end of year Math i-Ready diagnostic.	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Reference student need/root cause: 1A-C	Teachers will collaborate during weekly PLCs to plan and deliver engaging Tier 1 lessons. A) Teachers will engage in PD to understand the CER framework B) Teachers will create lessons which prioritize structured academic discourse and the schoolwide common CER system to ensure students can construct viable arguments and critique the reasoning of others. C) Teachers will implement at least 1 lesson monthly in the second semester where students engage in academic discourse and the CER framework Each Quarter, teacher teams will utilize i-Ready and Common Formative Assessments (CFAs) during PLCs to analyze student performance data and identify specific learning gaps. A) Based on this analysis, teachers will provide strategic, skill-based Tier 2 interventions. B) To ensure mastery, students will participate in monthly i-Ready progress monitoring (PM), allowing for fluid adjustment of intervention groups based on real-time student needs. Stevenson's EL design team, consisting of classroom teachers, CC, and admin, will attend the Annual WIDA Conference to gather best practices and strategies to come back and provide PD to our peers to increase EL proficiency. Accountable Lead(s): Department Heads, High Leverage Instruction Leads (SLN # 1 & 3)	Qtr 1: 100% of students will take the Fall Reading and Math i-Ready diagnostic assessment Target: 30% of students show growth from baseline in reading fluency and CFA scores by end of Qtr 2: 100% of students will take the Winter Reading and Math i-Ready diagnostic assessment Target: 50% of students demonstrate improvement in reading fluency and CFA performance. Target: 3% increase in the number of students on or above grade level from baseline to winter Reading and Math i-Ready diagnostic.	☒ WSF, \$15,000 (WIDA Conference and sub coverage) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		<u>(MLSP #3 - CIA)</u>	Qtr 3: 100% of students will take the Spring Reading and Math i-Ready diagnostic assessment 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month. 100% of students will track their reading fluency progress (cold read) weekly. 100% of students will track their math fluency progress once a week. Target: 65% of students show cumulative growth in reading fluency and CFA performance since Q1.	
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			Target: 3% increase in the number of students on or above grade level from Winter to Spring Reading and Math i-Ready diagnostic. Qtr 4: 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month. 100% of students will track their reading fluency progress (cold read) weekly. 100% of students will track their math fluency progress once a week. Target: 75% of students will demonstrate growth in reading fluency and proficiency on CFA scores by the end of year.	
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			Target: 6% increase in the number of students on or above grade level from baseline to end of year Reading and Math i-Ready diagnostic.	
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Reference student need/root cause: 2B	Counselors, SAC, and school leadership will implement a Comprehensive Cross-Phase Transition Program. A) 6th Grade Entry: ○ Summer Bridge: Execute a one-week orientation program to familiarize incoming students with the logistical differences between elementary and middle school. This will include mandatory workshops on middle school grading, GPA calculation, and credit recovery protocols. ○ Fall Tours: Coordinate with feeder schools for direct physical tours to Stevenson's Campus. B) Targeted Peer Support: Establish an Ambassadors Club (partnering with Student Body Government) to lead tailored campus tours and facilitate weekly "Lunch Bunch" social groups specifically designed to build community. C) 8th Grade Exit & Future Readiness: Coordinate direct physical tours of Roosevelt High School. Accountable Lead(s): SAC, Administration, Counselors (SLN #2)	Summer/Qtr 1: Administer an end-of-program survey immediately following the Summer Bridge week to assess 6th-grade readiness. Target: 100% of incoming 6th graders, will be provided the opportunity to participate in summer bridge. Qtr 2: Administer an end-of-visit survey immediately following the elementary school visit to assess what students liked/didn't like about the school visit and how we can improve.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Summer School funds, \$17,000
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			Administer an end-of-visit survey immediately following the high school visit to assess what students liked/didn't like about the school visit and how we might communicate to them on what can be improved. Target: 100% of incoming 6th graders, enrolled in our feeder schools, will be provided the opportunity to participate in physical tours at Stevenson Middle School. 100% of outgoing 8th graders, enrolled in our feeder schools, will be provided the opportunity to participate in physical tours at Roosevelt High School.	
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1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	Reference student need/root cause: 1A-C, 2A-B Students need to develop the skills and confidence to seek support for academic, social, and emotional challenging situations.	Teachers will collaborate weekly (faculty, Wa'a, Dept, Grade level, and/or cohort) PLCs to plan, deliver, and support students academically, behaviorally, socially, emotionally, and physically. ● Faculty: meet regularly (once a month) to... ○ All teachers will engage in PD which focuses on school wide initiatives ○ Monitor progress towards EOY targets focused on social skills. ○ 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. ● Wa'a: Teaming & Advisory (Wa'a Leads) - 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). - Quarterly team days once a quarter will be held to build cohesion among students in the same team/wa'a and strengthen relationships. - AA teacher will meet twice a month to monitor Student Academic/Behavioral/SEL progress ● Departments (DHs) - Departments engage in Data Team process - Departments will meet twice a month to analyze student performance and progress and determine instructional next steps	-Implementation of HMTSS school blueprint that defines the schools system of support -Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system. -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	☒ WSF, \$9000 (Innovative Schools Summit) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		● Grade Level Teams (Admin, Counselors) - Grade level teams (GLTs) will use the AMLE Team approach of knowing where their students are to look at student progress data twice a month - Review data from the Panorama Dashboard regarding the academics, behavior, social emotional and physical health of students. ● Cohort: - Cohorts will meet once a month to monitor academic plan progress - Cohorts to present their progress quarterly (Faculty) The MTSS team will attend the Innovative Schools Summit to learn and implement best practices for student support, with a focus on strategies to address mental health challenges, enhance family collaboration, and effectively utilize interventions to improve the well-being and academic success of our Tier 2 and 3 students. Accountable Lead(s): Team Leads, Wa'a Leads, Department Heads (SLN # 1, 2 & 3)		
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Science Proficiency 1.1.7. 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. <i>(To add additional desired outcomes, duplicate this row)</i>	Reference student need/root cause: 1C	Science teachers will collaborate during weekly PLCs to plan and deliver a consistent 4-day instructional arc utilizing the Amplify Science curriculum, consisting of three days of evidence collection and one day of hands-on lab application. A) Teachers will engage in PD to understand the CER framework B) To build essential disciplinary literacy and stamina, teachers will understand and create a daily 3-Read Protocol routine to deconstruct complex scientific texts and data. C) Teachers will create lessons which prioritize structured academic discourse and the schoolwide common CER system, ensuring students can justify scientific claims with evidence gathered from both digital simulations and physical investigations. D) Teachers will implement at least 1 lesson monthly in the second semester where students engage in academic discourse and the CER framework. E) Teachers will develop and plan daily exit tickets and quarterly Common Formative Assessments (CFAs) to increase overall science proficiency and engagement with ideas to track student progress Each Quarter, teacher teams will utilize i-Ready and Common Formative Assessments (CFAs) during PLCs to analyze student performance data and identify specific learning gaps. A) Based on this analysis, teachers will provide strategic, skill-based Tier 2 interventions.	Qtr 1: Target: 30% of students show growth on CFA performance. Qtr 2: Target: 50% of students show growth on CFA performance. Qtr 3: 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month. Target: 65% of students show cumulative growth on CFA performance since Q1. Qtr 4: 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month.	☒ WSF, \$65,700 (Amplify), \$1,320 (Challenger Subs) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$7,300 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		B) To ensure mastery, students will participate in ongoing progress monitoring through targeted formative assessments, allowing for fluid adjustment of intervention groups based on real-time student needs. Accountable Lead: Science Department Head, High Leverage Instruction Leads (SLN # 1 & 3)	Target: 75% of students will demonstrate growth on CFA scores by the end of year.	
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Declining regular attendance rates • SY 22-23: 89.6% • SY 23-24: 89% • SY 24-25: 88.4%	All teachers will provide engaging instruction which integrates structured academic discourse and the schoolwide common CER (Claim, Evidence, Reasoning) system to ensure active student participation. Student Activities Coordinator (SAC) to host quarterly, culturally relevant "Family Learning Days" (e.g., Parent Day, Math/Reading/Digital Literacy) to teach parents strategies for supporting students at home, such as homework help, online portals, and reading strategies. Produce and broadcast PSAs emphasizing the importance of school attendance. Attendance Campaign featuring a weekly Minga points raffle coordinated by counselors. Accountable Lead(s): Student Activities Coordinator (SAC), BucTV Coordinator, counselors (SLN #2)	Qtr 1: 100% of families will be provided the opportunity to participate in a "Family Learning Day" for quarter 1 100% of students will be informed of the importance of school and the regular attendance rate each week. Target: 88% of student attend school regularly Qtr 2: 100% of families will be provided the opportunity to participate in a "Family Learning Day" for quarter 2	☒ WSF, \$9,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

			100% of students will be informed of the importance of school and the regular attendance rate each week. Target: 88% of student attend school regularly Qtr 3: 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month. 100% of families will be provided the opportunity to participate in a "Family Learning Day" for quarter 3 100% of students will be informed of the importance of school and the regular attendance rate each week.	
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			Target: 89% of student attend school regularly Qtr 4: 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month. 100% of families will be provided the opportunity to participate in a "Family Learning Day" for quarter 4 100% of students will be informed of the importance of school and the regular attendance rate each week. Target: 90% of students attend school regularly	
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Reference student need/root cause: 2A	Provide sustained professional development for all staff on the Zones of Regulation. Outfit all classrooms with visual tools to create a shared, non-punitive vocabulary for emotional regulation and de-escalation. Advisory (AA) teachers will implement a daily, structured curriculum during the first week of school focusing on the Wheel of Choice. Explicitly teach students how to be proactive rather than reactive in peer conflicts. Administration to address the spike in Class A and violence-related incidents by: ○ Implementing Function-Based Behavior Contracts. ○ Providing mandatory small-group social skills interventions to teach coping strategies to repeat offenders. Accountable Lead(s): Administration, School Culture Leads (SLN #2)	Qtr 1: Reduction of Class A offenses through quarterly eCSSS discipline data Administer Student Panorama SEL Fall Survey with particular focus on Social Awareness and Emotion Regulation. Qtr 2: Reduction of Class A offenses through quarterly eCSSS discipline data from Quarter Increase in Social Awareness on Student Panorama SEL survey from Fall to Winter Increase in Emotion Regulation on Student Panorama SEL survey from Fall to Winter Qtr 3:	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			Reduction of Class A offenses through quarterly eCSSS discipline data from Quarter Increase in Social Awareness on Student Panorama SEL survey from Winter to Spring Increase in Emotion Regulation on Student Panorama SEL survey from Winter to Spring Qtr 4: Reduction of Class A offenses through quarterly eCSSS discipline data from Quarter Increase in Social Awareness on Student Panorama SEL survey from Fall to Spring Increase in Emotion Regulation on Student Panorama SEL survey from Fall to Spring	
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>		Establish and lead a daily opening protocol (e.g., check-in circle or oli) to ground students and transition them into the learning space. (growingponoschools.com) Design and oversee the service-learning project to empower students to address campus or community issues. Embed daily 2-minute "Hā" (breath/mindfulness) breaks during transitions. Accountable Lead(s): Team Leads, School Culture Leads (SLN #2)	Qtr 1: Administer Student Panorama SEL Fall Survey with particular focus on Supportive Relationships and Sense of Belonging Qtr 2: Increase in Supportive Relationships on Student Panorama SEL survey from Fall to Winter Increase in Sense of Belonging on Student Panorama SEL survey from Fall to Winter Qtr 3: Increase in Supportive Relationship on Student Panorama SEL survey from Winter to Spring Increase in Sense of Belonging on Student Panorama SEL survey from Winter to Spring	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Aina Aloha \$10,000
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			Qtr 4: Increase in Supportive Relationship on Student Panorama SEL survey from Fall to Spring Increase in Sense of Belonging on Student Panorama SEL survey from Fall to Spring	
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>		All classroom teachers integrate the schoolwide CER (Claim-Evidence-Reasoning) system into lessons, requiring students to use evidence to justify technical and industry-based decisions. Teams will facilitate at least one service-oriented "Team Day". Teachers will guide students through local community projects and reflections centered on their Kuleana (responsibility) to foster a sense of purpose. The school will institutionalize career discovery by organizing an annual Career Day and a series of field trips. Accountable Lead(s): SAC, Wa'a Team Leads, Department Heads (SLN #2)	100% of students will engage in academic discourse and the CER framework at least 1 lesson per month in 3rd and 4th quarters 100% of students will participate in a Career Day to learn about potential careers 100% of teams will engage in at least one service-oriented "Team Day" 100% of students will engage in a local community project and reflection on	☒ WSF, \$6,300 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$700 ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

			kuleana and sense of purpose	
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.		The school will design and offer career-aligned elective courses for the general student population. All classroom teachers embed the schoolwide common CER (Claim-Evidence-Reasoning) system and structured academic discourse into learning modules. Teachers will ensure students can verbally and in writing defend their technical designs and industry-based decisions using evidence. Ho'onui teachers will facilitate rigorous, specialized Project-Based Learning (PBL) and co-curricular opportunities (e.g., Science Fair, National History Day) specifically for advanced learners. Teachers will engage in vertical articulation in departments to align grading rubrics, CER expectations, and transition protocols, ensuring students enter high school with the skills needed for progressively challenging coursework. Accountable Lead(s): Registrar, Administration, Ho'onui'iike Teachers, Department Heads (SLN # 1 & 3)	100% of students will have the opportunity to enroll in a CTE elective course. 100% of students will engage in academic discourse and the CER framework at least 1 lesson per month in 3rd and 4th quarters 100% of Ho'onui students will engage in PBL and co-curricular opportunities.	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



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> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2. All teachers positions are filled with qualified hires that include SIQ hours and/or TESOL certification.	The ESSA law requires all teachers to meet state licensing or certification requirements in the subject area of their assignment. This expands the requirement from teachers of core subjects to all teachers in all subject	For SY 26-27, 100% of teacher positions will be filled with highly qualified teachers, which include SIQ hours and/or TESOL certification. (3/2026: 66%) Accountable Lead(s): Administration, EL coordinator	100% of students will be taught by highly qualified teachers 100% of students will be taught by teachers are meet SIQ requirements	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2. All teachers are effective or receive the necessary support to become effective.		Stevenson Middle does not have any fully trained teacher mentors. The school will work towards getting 1 fully trained teacher mentor at the school level. An orientation/onboarding system will be established to support all new teachers to the school.		☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Accountable Lead(s): Administration <u>(MLSP #1 - Know)</u>		☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: District I&M; \$800 (subs)
2.2.2. All schools' support staff are effective or receive the necessary support to become effective.		A system will be created to track the completion of all PAS. An orientation/onboarding system will be established to support all new teachers to the school. Accountable Lead(s): Administration <u>(MLSP #1 - Know)</u>		☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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>	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. <i>Required for all schools.</i>	Parents and community not knowing their rules in the tri level system	School Community Council will meet regularly to ensure ongoing discussions, updates, and collaborative decision-making, with representation from all required stakeholders. School Community Council will be informed of school data as well as the alignment of school level initiatives to the tri-level system Accountable Lead(s): SCC chair, Principal, Certificated members, Classified members, Community Members, Parent Members, Student Members	The school has all required stakeholders represented on SCC. Overall rating on SCC self-assessment survey	☐ 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>
Family and Community Engagement 3.3.2. All school community members have opportunities to participate and engage in school wide events.	Family and community engagement contributes to a positive school environment, promotes parent-teacher-student relationships, and increases positive attitude toward school and learning.	Family and community will have the opportunity to participate in the school wide events such as: - Career Fair/Day: Host an on-campus Career Fair/Day to explicitly connect middle school academics to post-secondary pathways. - Buctoberfest - Arts and Music Festival - Open House - Student Led Conferences - Science Fair - Promotion Ceremony - Winter Concert	Parent SQS results 100% of families will be provided the opportunity to participate in schoolwide events throughout the year. Aug: Open House Oct: Buctober fest Dec: Student Led Conferences Jan: Spelling Bee Feb: Science Fair March: National History Day, Arts and Music Festival April: Career Day	☒ WSF, \$1,800 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$200 ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: REACH, \$1000 (OST Activities)

			May: Promotion Ceremony	
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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.

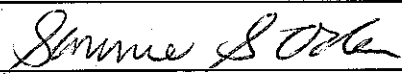
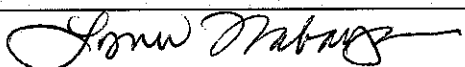
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Stevenson 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 **Oct 3, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 24, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty meetings: March 2 & 9, 2026, ART Meeting: March 11, 2026
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: **Mar 24, 2026**

Attested:

Stevenson Middle School Principal	Signature	Date
Sarene Oda		Mar 27, 2026
SCC Chairperson	Signature	Date
Lynn Nakabayashi		Mar 27, 2026

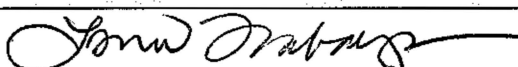
SCC Recommendations to the Academic Plan and Financial Plan:

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:
N/A	N/A	N/A

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

Attested:

SCC Chairperson	Signature	Date
Lynn Nakabayashi		Mar 27, 2026

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APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (*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

Has an SCC Waiver Request Form been submitted to address bell schedule compliance? ☐ Yes ☐ No ☒ N/A, we meet the requirement

Stevenson Middle School Bell Schedule: [📄 Robert Louis Stevenson Middle Bell Schedule](#)