Washington Middle School Academic Plan SY 2025-2026

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NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

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

Submitted by Principal	
Mike Harano	

Approved by Complex Area Superintendent	
[signature]	5/8/25

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 <u>comprehensive instructional program(s)</u> 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	'21 StudySync ELA	HMH Into Math	Mosa Mack Science	Prentice-Hall - World Explorer: The Ancient World
Grade 7	'21 StudySync ELA	HMH Into Math	Mosa Mack Science	Bess Press History of the Hawaiian Kingdom & Pacific Neighbors
Grade 8	'21 StudySync ELA	HMH Into Math	Mosa Mack Science	Glencoe American History: The Early Years to 1877

Please list all <u>supplementary instructional materials</u> 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 6, 7, 8	Achieve3000	Waggle	Quizziz	

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: 🅦 WASHINGTON HMTSS School Blueprint 02.28.25.docx

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 <u>screening and/or progress monitoring assessments</u> 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
Grade 6	Other: ˅ Achieve3000	Other: ˅ Waggle
Grade 7	Other: ˅ Achieve3000	Other: ˅ Waggle
Grade 8	Other: ˅ Achieve3000	Other: ˅ Waggle

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) [WMS CNA 2025](WMS CNA 2025)

☑ Other current assessment/self-study report: 📕 WMS Self-Study SY 2022-2023.docx - Google Docs.pdf (SW3)
   📕 Final Copy of WMS WASC FOL Progress Report June 2024 - Google Docs.pdf (SW3)

☑ Current Western Association of Schools and Colleges (WASC) report
   📕 P. Washington Middle School WASC_HIDOE Visiting Committee Report (1).pdf

Year of <u>Last Visit</u>: 2023   Year of <u>Next Action</u>: 2026   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ⌄   Type of <u>Next Action</u>: Mid-Cycle Report & Visit ⌄   2029

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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 achievement in ELA, Math, and Science. In order to increase student achievement, WMS needs to: ● Provide ongoing professional development for teachers to support effective instructional strategies in ELA, Math, and science. ● Regularly analyze student performance data to identify trends, monitor progress, and make informed adjustments to the improvement plan as needed. ● Establish school-wide monthly literacy goals, including the implementation of targeted literacy initiatives across all grade levels to improve ELA proficiency. ● Strengthen science instruction: Review and revise science curriculum and instructional practices per newly selected science curriculum to enhance student achievement in science. (SW6)

	Root/Contributing Cause:
	1a Fluctuating Proficiency & Growth (Challenge - requiring investigation): *Contributing Causes:* ■ **Curriculum Gaps:** Inconsistencies or gaps in the curriculum. ■ **Ineffective Instruction:** Lack of effective teaching strategies and professional development for teachers . ■ **Assessment Issues:** Lack of formative assessment practices that inform the instructional practices to support student learning. ■ **Student Learning Challenges:** Lack of instructional strategies to address the needs of all students, including EL, Sped, 504, and socio-economically disadvantaged. **1b Disparities in MGP Across Subgroups (Challenge - requiring investigation):** *Contributing Causes:* ■ **Continue improving Culturally Responsive Teaching practices:** Instructional strategies need to be tailored to the diverse needs of all learners. ■ **Resource Allocation and Supports:** Need to reallocate resources and supports for specific student populations, such as Special Education students or English Learners. **1c Disconnect in Perceptions (Challenge - requiring investigation):** *Contributing Causes:* ■ **Increasing Student Voice:** Need to increase opportunities for students to feel heard and valued in school decision-making processes. ■ **Differing Priorities:** Students, parents, and teachers may have different ideas about what constitutes a safe and engaging learning environment that need to be clarified and communicated.
2	**Student Need:** Develop targeted interventions specifically tailored to address the needs of EL and IDEA students to close the achievement gap. (SW1) **Root/Contributing Cause:**

	2a Disparities in MGP Across Subgroups (Challenge - requiring investigation): *Contributing Causes:* ■ **Continue improving Culturally Responsive Teaching practices:** Instructional strategies need to be tailored to the diverse needs of all learners. ■ **Resource Allocation and Supports:** Need to reallocate resources and supports for specific student populations, such as Special Education students or English Learners.
3	**Student Need:** Increase attendance rates by establishing a school wide system and utilizing a school level BSHA to conduct outreach. (SW5) **Root/Contributing Cause:** **3a Chronic Absenteeism (Challenge - requiring investigation):** *Contributing Causes:* ■ **Lack of Engagement:** Curriculum needs to be more relevant and engaging to students, including more inclusive teaching practices and increasing extracurricular activities. ■ **Mental Health Issues:** Need resources to address anxiety, depression, or other mental health challenges impacting student attendance. ■ **Bullying/Safety Concerns:** Need to increase opportunities for students to feel heard and valued in school decision-making processes about bullying and school safety. **3b Shift in Suspension Types (Challenge - requiring investigation):** *Contributing Causes:* ■ **Increased Minor Infractions:** A rise in minor behavioral issues that are now being addressed more formally. ■ **Increased Serious Infractions:** An increase in severe behavioral problems requiring Class A suspensions. ■ **Shift in Disciplinary Approach:** The shift to trauma informed disciplinary practice has led to a misperception regarding how misbehaviors are handled.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**<u>Targeted Subgroup:</u>** English Learners (SW1, SW6) **<u>Identified Student Need(s):</u>** ELA: All Students: 49% proficient / EL: 17% proficient Math: All Students: 33% proficient / EL: 15% proficient Science: All Students: 38% proficient / EL: 34% proficient Increase student exits using ACCESS testing and increase student proficiency rates The continuous improvement plan should prioritize strategies to support EL, SPED, and Micronesian students, considering their increasing representation in the school population. This may involve implementing culturally responsive practices, providing professional development for staff, and enhancing support services.
2	**<u>Targeted Subgroup:</u>** Low SES (SW1, SW6) **<u>Identified Student Need(s):</u>** ELA: All Students: 49% proficient / Disadvantaged: 43% proficient Math: All Students: 33% proficient / Disadvantaged: 30% proficient Science: All Students: 38% proficient / Disadvantaged: 34% proficient WMS's achievement gap is widening, indicating disparities in academic performance among different student subgroups, which requires attention and intervention.

3	**<u>Targeted Subgroup:</u>** SPED (SW1, SW6)
	
	<u>Identified Student Need(s):</u>
	*N size is too small to share data
	
	Continue to increase inclusion opportunities to meet the needs of our SPED, ELL and low SES students by:
	    ● providing inclusion on every Team (co-teaching for SPED)
	    ● implementing innovations for inclusive practices
	    ● examining data to determine effectiveness of current practice

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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. ELA KPI 2029 Target: 61.29% Proficient (SW6)	1a Fluctuating Proficiency & Growth 1b Disparities in MGP Across Subgroups	Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (SW6) Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. (SW1) EL strategies will be implemented in all classrooms. (SW1) Accountable Leads: Curriculum Coordinator	*-Percent of eighth graders demonstrating grade-level proficiency in reading. (Intermediate)* *-Percent of students who are not proficient in reading by the end of eighth grade who receive additional personalized support. (Intermediate)* *-Percent of students showing 5% or higher growth on Achieve 3000. (Initial)*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Mathematics Proficiency	1a Fluctuating Proficiency & Growth	Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum.	*-Percent of eighth -graders demonstrating grade-level proficiency in mathematics. (Intermediate)*	☑ WSF, $
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. Math KPI 2029 Target: 43.98% Proficient (SW6)	1b Disparities in MGP Across Subgroups	Continued coaching and inservice opportunities (Thinking Classrooms) will be provided for teachers as necessary. EL strategies will be implemented in all classrooms. Accountable Leads: Curriculum Coordinator	*-Percent of students who are not proficient in math by the end of eighth grade who receive additional personalized support. (Intermediate)* *-Percent of students showing 5% or higher growth on Waggle. (Initial)*	☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

ELA
KPI 2029 Target:
61.29% Proficient

Math
KPI 2029 Target:
43.98% Proficient

Science
KPI 2029 Target:
47.36% Proficient

(SW6) | 1a Fluctuating Proficiency & Growth

1b Disparities in MGP Across Subgroups | Establishing school wide monthly literacy goals: Implementing targeted literacy initiatives across all grade levels to improve ELA proficiency.

Developing targeted interventions: Designing interventions specifically tailored to address the needs of EL and IDEA students to close the achievement gap.

Strengthening science instruction: Reviewing and revising science curriculum and instructional practices to enhance student achievement in science.

Professional development: Providing ongoing professional development for teachers to support effective instructional strategies, particularly in ELA and science.

Data analysis and monitoring: Regularly analyzing student performance data to identify trends, monitor progress, and make informed adjustments to the improvement plan as needed.

Accountable Leads: Curriculum Coordinator | *-Language arts proficiency (Intermediate)*

-Mathematics proficiency (Intermediate)

-Science proficiency (Intermediate)

-Growth in academic proficiency (Intermediate)

-Regular attendance (Initial)

-Percent of English Learners who are meeting or on track to meet English language proficiency. (Initial) | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

(SW5) | 1c Disconnect in Perceptions | 5th grade students pick up schedules on designated date(s) prior to the start of their 6th grade school year.

Student Body Government will provide half day orientation of WMS campus which includes team building activities for all incoming 5th grade students prior to the start of the 24-25 SY.

8th grade students have the opportunity to tour and ask questions of ninth grade home schools during the school year.

EL incoming summer academy (rising 5th graders.

AVID summer academy for incoming 7th and 8th graders.

Accountable Leads: MSC, SAC, Registrar, Counselors, AVID | *-Percent of students that participate in entering from elementary school (Initial)*

-Percent of students that participate in promoting ninth grade activities. (Intermediate) | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant: GEARUP, $
☑ Other: ESSER, $ |

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.* (SW4)	3a Chronic Absenteeism	Outreach by school level counselors will be consistently used to bring students back to school. ● Home visits ● Parent meetings ● Transportation to school ● Micronesian club ● Volleyball/basketball intramurals Accountable Leads: Counselors, Administrators	*-Percent of students attending 90% or more days of instruction. (Intermediate)*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.2.2. All students demonstrate positive behaviors at school.

Required for all schools.

(SW6) | 3b Shift in Suspension Types | Improvements in communication and education regarding safety protocols will be made by conducting regular safety drills, providing clear information about safety procedures, and ensuring that students understand how to access support if needed.

"Not Appropriate, Not Here, Not Now" MSC Initiative launched in SY 23-24 to address school-wide procedures.

Feedback from students will be sought to identify specific areas of improvement and changes will be implemented based on their input.

Focus will be placed on promoting open communication channels between students, faculty, and administration.

SBG activities (Field day, spirit week, recess games, door decorating, etc.).

Student leadership opportunities (e.g. Student Body Government, AVID, Elementary Orientations, etc.)

Accountable Leads: SSC, ART, SAC, MSC | *-Panorama Data (Pre - Initial, Mid - Intermediate)* | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools.

(SW6) | 1c Disconnect in Perceptions | The Middle School Committee will continue to lead the implementation and monitoring of SEL lessons (Wayfinder).

Selection of schoolwide curriculum for SEL will take place to ensure all students are receiving lessons that are aligned from 6th grade through 8th grade.

Student Body Government will continue to support SEL by planning events and activities that center around quarterly themes rooted in HA.

Accountable Leads: MSC, SAC, Team Leaders | *-Completion of HA orientation and training. (Initial)*

-Embedded into school culture. (Intermediate) | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.* (SW6)	1c Disconnect in Perceptions 1a Fluctuating Proficiency & Growth	Opportunities in career, community, and civic engagement will be provided for students through: ● Student-Led Conferences ● Science Fair ● Math Counts ● AVID Field Trips, Guest Speakers, Summer Academy ● Micronesian Summit ● SBG attended and presented at the Middle Level Student Leadership Conference ● SBG Legislators Visit ● Classroom Renovation sponsored LA Clippers ● "Introduce a Girl to Engineering" Day Accountable Leads: Administrators, ART, CC, MSC	*-Percent of students participating in career exploration and development activities. (Intermediate)* *-Number of middle school students completing CTE and/or Career Exploration courses. (Intermediate)* *-Percent of students participating in civic learning and active civic engagement. (Intermediate)*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: GEARUP, $ ☑ Other: Donations to Math Department, $

| 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.

(SW6) | 1a Fluctuating Proficiency & Growth | 5 Essentials Pre, Mid, and Post assessments are given in all areas of instruction to ensure students enter high school with the academic background and skills necessary to succeed.

Data Analysis and Common Challenges are ongoing throughout the school year in all departments to ensure that instructional strategies address student needs so that all students are prepared and can be promoted to 9th grade on time.

Career Pathway Electives:
● CTE Wheel (culinary, health, business, hospitality, etc.)
● Lifenet
● Media
● Computer Science
● STEM/Robotics

Accountable Leads: ART, CC, MSC | *Percent of first-time eighth graders promoted to 9th grade on time. (Intermediate)* | ☑ WSF, $
☐ 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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
2.2.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	1b Disparities in MGP Across Subgroups	Opportunities are available for teachers to attend EL PD that supports SIQ hours. ● Building the Base (FALL 2023) ● State/District EL course offerings ● University courses EL Team meets regularly and will discuss and monitor the SIQ hours and/or TESOL certification. Accountable Leads: CC, Administrators	*-Percentage of teachers with all SIQ hours completed and/or TESOL certification. (Initial)* *-Plan for teachers without SIQ hours/TESOL certification. (Intermediate)*	☑ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.* (SW4)	1c Disconnect in Perceptions	Principal will communicate the importance of this advisory group to all stakeholders in October 2025, explaining roles/responsibilities.. Elections will be held November 2025. Principal, together with the SCC chairperson, will ensure school level plans and issues are agendized. Accountable Leads: Administrators	*-All required stakeholders represented in SCC membership.* *-Overall positive ratings on the 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

3.3.2 All families are engaged in school events/activities and have regular two way communication.
 	
(SW4)
	1c Disconnect in Perceptions	WMS provides several opportunities for parents to partner with the school in their child's educational experience, including but not limited to the following:
		● Student Agendas
		● Quarterly Progress Reports
		● Schoolwide Student-Led Conferences
		● AVID Parent Nights
		  ○ Planning for Success
		  ○ SOAR - College research projects shared
		● Open House and Ohana Night
		● EL Parent Night
		● Performances
		  ○ Band
		  ○ Orchestra
		  ○ Dance
		● Afterschool All Stars quarterly Hoike
		
		Accountable Leads: Administrators, Counselors, ART, CC, SAC, MSC
			Documentation of events will include flyers, record of attendance, evaluations. (Initial)
			
			SQS Results (Intermediate)
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☑ Grant:21st CCLC, $
				☐ 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 **Washington 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 <u>hours per year</u> (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)	1107
Did your school submit a SCC Waiver Request Form? Please explain.	N/A
Bell Schedule: [SY 24 - 25 Bell Schedule Final](#)	