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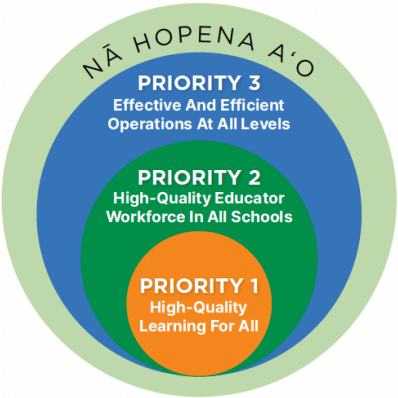
☐ Non-Title 1 School   ☑ Title 1 School   ☐ Kaiapuni School (Self Contained)   ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Samuel Bennett	
Samuel Bennett Samuel Bennett (Apr 16, 2025 10:05 HST)	Apr 16, 2025

Approved by Complex Area Superintendent Ernest Muh	
Ernest Muh Ernest Muh (Apr 16, 2025 08:51 HST)	Apr 16, 2025

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

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the <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 6-8	'22 MyPerspectives ˅	Carnegie Learning Middle School Mat… ˅	Open Science Ed	
Algebra		Illustrative Mathematics		

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 6-8	iReady	Maneuvering in the Middle		
Algebra		Illustrative Mathematics		

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 <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 6-8	I-Ready ⌄	I-Ready ⌄

IDENTIFIED SCHOOL NEEDS

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

☑ Current Comprehensive Needs Assessment (CNA)
☑ Other current assessment/self-study report: November 15-18, 2021
☐ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2021   Year of <u>Next Action</u>: April 8, 2025   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 ▾   2027

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	<u>**Student Need:**</u> **Math Achievement**: Over the past 4 years, less than half of our students are meeting proficiency in math (SY 20-21: 19%; SY 21-22: 17%; SY 22-23: 27%, SY 23-24: 25%), but remains below the state averages (SY 23-24: 25% School; 40% State). <u>**Root/Contributing cause:**</u> A. Inconsistent quality and timeliness of implementation regarding **curriculum planning, instructional strategy usage, and common assessments** being conducted reflected by grades and student achievement outcomes. B. Inconsistent use of classroom procedures pertaining to **student expectations t**hat are being utilized between Departments and Teams. C. Inconsistent use of appropriate **middle school practices** being conducted. D. Inconsistent use of manipulatives for engagement and differentiation E. Inconsistent opportunities for students to engage in mathematical discourse
2	<u>**Student Need:**</u> **English Language Arts Achievement:** Language Arts proficiency performance has been relatively stable over the last 4 years (SY 20-21: 40%; SY 21-22: 42%, SY 22-23: 43%, SY 23-24: 43%), but remains below the state averages (SY 23-24: 43% School; 52% State). <u>**Root/Contributing Cause:**</u> A. Curriculum planning, instructional strategies, and common assessments are not consistently or timely implemented, leading to limited growth in student performance. B. Classroom procedures and expectations vary across teams and departments, creating inconsistencies in student engagement and accountability. C. Middle school best practices—such as interdisciplinary learning, developmentally appropriate instruction, and student voice—are not consistently embedded in instruction. D. Instructional delivery is not always responsive to student needs, limiting the effectiveness of timely interventions and differentiated support.

3	**Student Need: Social Studies Achievement:** Report card data shows that 10% of students are currently failing their social studies classes.
	
	Root/Contributing Cause:
	    A. Curriculum planning, instructional strategies, and common assessments are not consistently implemented across classrooms, impacting student outcomes.
	    B. Classroom procedures and behavior expectations vary across departments and teams, leading to inconsistent learning environments.
	    C. Key middle school practices that support engagement—such as interdisciplinary connections and student-centered instruction—are not regularly applied in social studies instruction.
	    D. Opportunities for collaboration and shared planning among social studies teachers need to be strengthened to ensure aligned expectations and practices.

4	**Student Need: Science Achievement:** Over the past 3 years, less than half of our students are meeting proficiency in science (SY 20-21: 25%; SY 21-22: 36%; SY 22-23: 44%, SY 23-24: 35%), but remains below the state averages (SY 23-24: 35% School; 41% State).
	
	Root/Contributing Cause:
	    A. Inconsistent quality and timeliness of implementation regarding **curriculum planning, instructional strategy usage, and common assessments** being conducted reflected by grades and student achievement outcomes.
	    B. Inconsistent use of classroom procedures pertaining to **student expectations t**hat are being utilized between Departments and Teams.
	    C. Inconsistent use of appropriate **middle school practices** being conducted

5	**Student Need: Student Sense of Belonging including attendance.** Based on the Panorama Student Survey, less than half of the students do not feel connected to the school. (Spring 2022: 46%; Spring 2023: 50%; Winter 2024: 55%) School behavioral data indicates the need to increase positive student behavior as indicated by the number of student behavioral incidents throughout the school year (SY SY22-23: 672)
	
	Root/Contributing Cause:
	    A. Teaming structures are not consistently implemented in ways that help students feel a strong sense of belonging and connection.
	    B. Middle level practices are not fully utilized to create meaningful student-team relationships.
	    C. Teachers need additional support and tools to implement engaging instructional strategies that strengthen student connection and participation.

6	**Student Need: Middle School Practices and IC3 Implementation**
	LMW Value Statement- regarding Durable Skills: LMW (Leilehua-Mililani-Waialua) will prepare students in our community by building a culture where learners will investigate, communicate, collaborate and create. IC³= Innovation.
	
	Root/Contributing cause(s):
	    A. Not clearly defined or consistently implemented across classrooms and grade levels:
	        ○ Teaming structures
	        ○ Advisory/student mentoring programs
	        ○ Exploratory learning
	        ○ Learning styles
	    B. Opportunities for students to build foundational computer science skills (aligned to Act 158 and IC³) are not yet fully embedded or equitable across the middle level.

7	**Student Need: English Language Learner -** Less than 5% of our English Language students have met the Growth to Target over the last two years.
	
	Root/Contributing cause(s):
	   A. Current systems for monitoring English Learner progress are not consistently used to inform and adjust instruction in real time.
	   B. TESOL-specific strategies are not fully integrated into daily classroom instruction across all content areas.
	   C. Teachers need ongoing support and professional development to confidently implement strategies that meet the language development needs of English Learners.
	   D. Instructional planning does not always align with students' language acquisition stages, making it harder for them to access content.

8	**Student Need: Special Education Achievement and Systems of Practice –** Over the last three years, fewer than 20% of our students receiving special education services have met proficiency in ELA, Math, and Science on statewide assessments.
	
	Root/Contributing cause(s):
	   A. Existing progress monitoring systems need to be more consistently used to guide instructional adjustments and interventions.
	   B. Instructional practices are not always differentiated to meet the individual learning needs outlined in students' IEPs.
	   C. General education and special education collaboration requires more structured time and support to effectively co-plan and co-teach.
	   D. There is a need for targeted professional development focused on evidence-based strategies for inclusive classrooms and specialized instruction.
	   E. Data-driven decision-making processes for SPED students are not fully embedded in the regular instructional cycle.

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 **<u>Identified Student Need(s):</u>** Attendance and Proficiency
2	**<u>Targeted Subgroup:</u>** Special Education **<u>Identified Student Need(s):</u>** Attendance and Proficiency
3	**<u>Targeted Subgroup:</u>** Disadvantaged **<u>Identified Student Need(s):</u>** Attendance and Proficiency
4	**<u>Targeted Subgroup:</u>** Extreme Student Behaviors **<u>Identified Student Need(s):</u>** Attendance and Safety

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.
 	
SW 6 i, ii, iii.III, iii.IV
	2A-D	A. Continue to develop and refine curriculum maps across the department utilizing the WMS Model of Instruction and curriculum map criteria
		B. Implement a progress monitoring system to review during content/ department time
		   1. Syllabus
		   2. Pacing Guides
		   3. Curriculum maps
		   4. Common Formative Assessments/Data Review Cycle
		C. Provide professional development opportunities to include the usage of iReady toolbox and NASOT strategies
		D. Teachers will utilize the NASOT lesson planning template to develop at least one lesson plan per semester.
		
		Accountable Leads: English teacher, English department head, Student Success Coach, Registrar, Academic VP
			• 60% of students will show Typical growth after the winter Diagnostic
			• 80%+ students will demonstrate Typical growth by the Spring diagnostic
			• A review system that is reviewed quarterly will be in place and documented quarterly.
			• Walkthroughs
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☑ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

| | | | - The ELA department head, WAT Team, and administrators will be responsible for collecting this data, which will be stored and updated monthly on a schoolwide dashboard. This dashboard will be reviewed regularly with teachers and leaders to ensure all students are on track.

- As a school, we aim to raise our overall ELA proficiency from **SY 23-24 from 43% to 49%,** based on state assessment results and growth indicators. | |

Mathematics Proficiency	1A-E	A. Continue to develop and refine curriculum maps across the department utilizing the WMS Model of Instruction and curriculum map criteria B. Implement a system that is reviewed during content and department time, including the syllabus, pacing guides, curriculum maps, and common formative assessments through regular data cycles. C. Utilize strategies that incorporate the usage of mathematical discourse, concrete materials, and manipulatives. Accountable Leads: Math teacher, Math department head, Student Success Coach, Registrar, Academic VP	• Progress will be monitored through regular classroom walkthroughs using a standardized observation form to give feedback on pacing, standards, and instructional strategies. • Data will be collected from i-Ready diagnostics in August, January, and April, along with common formative assessments given every 4 to 6 weeks. • 60% of students will show Typical growth after the winter Diagnostic • 80%+ students will demonstrate Typical growth by the Spring diagnostic	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Mathematics Proficiency

1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.

SW 6 i, ii, iii.III, iii.IV

| | | | - A review system that is reviewed quarterly will be in place and documented quarterly.
- The math department head, WAT Team, and administrators will be responsible for collecting this data, which will be stored and updated monthly on a schoolwide dashboard. This dashboard will be reviewed regularly with teachers and leaders to ensure all students are on track.
- As a school, we aim to raise our overall math proficiency from **SY23-24 from 25% to 28%**, based on state assessment results and growth indicator | |

| Social Studies Proficiency

1.1.3a All students will demonstrate proficiency in social studies content with a reduction of failure rates across all grade levels

SW 6 i, ii, iii.III, iii.IV | 3 A-D | A. Refine curriculum maps using the WMS Model of instruction and established criteria
B. Implement a system that is reviewed during content and department time, including the syllabus, pacing guides, curriculum maps, and common formative assessments through regular data cycles.
C. Establish consistent classroom procedures and behavior expectations across the social studies department

Accountable Leads: Academic VP, Student Success Coach, Social Studies Department | • 100% of Social Studies teachers will complete a quarter of the curriculum map by the end of each quarter
• 100% of Social Studies teachers will complete two data review cycles per quarter
• 100% of Social Studies teachers will implement agreed-upon instructional strategies & WMS systems of practice (syllabus, pacing guide, curriculum maps)
• Decrease failure rates in Social Studies each quarter from **baseline**: SY 24-25 10% to SU 25-26 5%
SY 25-26:
Q1: 9%
Q2: 8%
Q3: 6%
Q4: 5% | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| Science Proficiency
1.1.3b All students will demonstrate proficiency in science, with a focus on increasing the percentage of students meeting NGSS state standards from 35% to 45% meet or exceed the state average.

SW 6 i, ii, iii.III, iii.IV | 4A-C | A. Refine curriculum maps using the WMS Model of instruction and opportunities focused on hands-on, inquiry-based science instruction and NASOT strategies.
B. Implement a system that is reviewed during content and department time, including the syllabus, pacing guides, curriculum maps, and common formative assessments through regular data cycles.
C. Establish consistent classroom procedures and behavior expectations across the science department.
D. Implement quarterly benchmark assessments aligned with NGSS standards.

Accountable Leads: Academic VP, Student Success Coach, Registrar, Science Department | • 100% of Science teachers will complete a quarter of the curriculum map by the end of each quarter
• 100% of Science teachers will complete two data review cycles per quarter
• 100% of Science teachers will implement agreed-upon instructional strategies & WMS systems of practice (syllabus, pacing guide, curriculum maps)
• 45% of 8th grade students will meet/exceed the state average on NGSS Science | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

			• Decrease failure rates in Science each quarter from **baseline**: SY 24-25 10% to SU 25-26 5% SY 25-26: Q1: 9% Q2: 8% Q3: 6% Q4: 5% •	

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

SW 6 i, ii, iii.III, iii.IV | 7A-D
8A-E | A. Provide and monitor skill gap reduction instruction to help students achieve at or above grade level including:
  1. i-Ready personalized instruction
  2. Reading and math intervention
  3. UpLink after-school tutoring
  4. Intercession/summer programs
    a. ESY
    b. Summer Learning
Accountable Leads: Academic VP, Curriculum Coordinator, Grade Level Teams

B. Refine procedures to monitor progress of Special Education programming
  1. Review student rosters
  2. Conduct weekly reviews:
    ● Compliance of timelines and procedures with care coordinators
    ● Instructional validations and elevations
    ● Resources and support provided as determined by teacher need
  3. Ensure programming and placement is meeting IDEA requirements
  4. Problem solve and address need areas
  5. Celebrate successes
Accountable Leads: Principal, SPED VP, Student Support Coordinator, SpEd Teachers

A. Establish a planning process to develop comprehensive EL lesson plans:
  1. Teachers will collaborate and plan, incorporating the WMS EL planning template criteria
  2. Complete lesson plan template
  3. Observe lessons and provide feedback | ● i-Ready Diagnostic & Usage Reports
● Progress Monitoring
● Report Card Data
● Pass rate of failing students enrolled in tutoring (ie. Uplink, Summer Learning)
● eCSSS
● Special Education Review Meeting Agenda and MInutes

i-Ready:
80% of ELs will meet their typical growth goal by the end of SY 25-26
● Winter Diagnostic: 40% of ELs will meet their typical growth
● Spring Diagnostic: 80% of ELs will meet their typical growth | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		B. Provide Targeted Professional Development including but not limited to:
		  1. WIDA Scores: what are they and what do they mean?
		  2. Data Analysis
		  3. Sheltered Instruction strategies
		  4. Differentiated Instruction
		C. Continue to provide professional development to increase the # of teachers and staff who are SIQ certified
		D. Implement a progress monitoring system to review during EL Common Planning Time
		  1. Curriculum maps
		  2. Lesson plan templates
		  3. Attendance
		  4. Analyze student work (assessment or work)
		  5. Student Progress (grades, diagnostics)
		  6. Plan next learning cycle
		Accountable Leads: English Learner Coordinator, Academic Vice Principal, Registrar, Teachers
		
		E. Refine procedures to monitor progress of **Special Motivation & Alternative Learning** programming
		  1. Review student rosters
		  2. Conduct monthly review of compliance of timelines and procedures
		  3. Ensure programming and placement is addressing student success
		  4. Celebrate successes
		  5. Problem solve and address need areas
		Accountable Leads: Grade 8 VP, Academic VP, Student Success Coordinator, SMC Teacher
			• 100% of teachers will participate in reviewing their class roster to be able to monitor progress and adjust instruction
			
			• MOY → EOY: at least 12% (10 out of 80 ELs) will have made at least 50% progress towards their GTT	

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

SW 6 iii.II | 5A-C
6A-C | A. Establish student transition processes from the:
    1. Elementary feeder schools to Wahiawa Middle School
       a. 5th Grade Feeder School Visits
       b. JumpStart
       c. Family Night for Incoming 6th Graders
       d. 1st Day of School for 6th Graders Only
    2. Wahiawa Middle School to High School
       a. 8th Grade Visit to Leilehua High School

Accountable Leads: Encore VP, Student Activities Coordinator, PCNCs | • Planning Meeting Agenda and minutes

• Survey participants (students and parents) after visit | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"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.
 	
SW 6 iii.I, iii.II
	5A-C
	6A-C
		A. Establish middle school **team practices** that foster a sense of belonging
		    1. Common Team Planning Time
		    2. Team Activities
		        a. Students
		        b. Families
		B. Provide students with **opportunities and experiences** that are aligned to **Middle School Attributes**.
		    1. Lesson Plans
		    2. Field Trips
		        a. In Person
		        b. Virtual
		C. Create an atmosphere that promotes **student voice** and **choice** to improve student attendance and a sense of belonging
		    1. Student Sanctuary (Restorative Practice)
		        a. Design
		        b. Function
		    2. Afterschool enrichment
		        a. Athletics
		        b. Clubs
		        c. Tutoring
		    3. Electives
		        a. Computer science
		        b. Agricultural technology
		        c. Band
			● Based on SY 24-25, WMS had a *daily attendance* rate of 92%, Assuming there's a 1% improvement in SY 25-26 the end goal is 93%.
			
			● Number of field trips
			
			● Student Sanctuary usage and Uplink attendance
			
			● Based on SY 24-25 the *regular attendance* rate is 74%. Assuming there's a 3%
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☑ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

		d. Physical Education
		e. Grade Level Electives
		D. Refine **protocols** to ensure that **student attendance** is both tracked and utilized to prevent/decrease chronic absenteeism
		    1. Weekly review of student attendance data
		    2. Promote a school-wide attendance awareness campaign (incentives, recognition)
		    3. Implement a tiered intervention for at-risk students (parent communication, counseling, attendance contracts)
		    4. Partner with families to address barriers to attendance (e.g., transportation, health, scheduling issues)
		
		Accountable Leads: Academic VP, Curriculum Coordinator
			improvement in SY 25-26 the end goal for regular attendance is 77%.
			
			● Bi-weekly attendance review
			
			● Quarterly updates to staff and stakeholders	

| 1.2.2. All students demonstrate positive behaviors at school.

SW 6 iii.I, iii.II | 5A-C
6A-C | A. Review and Refine Behavior Expectations
  1. Review existing behavior expectations
    a. Identify data metrics that will be tracked to monitor positive behaviors
    b. Determine meeting dates to review effectiveness of PBIS results data
B. 100% of students will receive SEL instruction to promote self-awareness, self-regulation, social awareness and relationship management
  1. Establish schoolwide themes by quarter that identify topics of focus (ex Self-Awareness, Self-Regulation, Social Awareness, and Relationship Management)
  2. Identify data metrics to monitor implementation of SEL instruction
    a. Schoolwide
    b. By Teams
    c. Individual Classrooms

Accountable Leads: Grade Level VP, Grade Level Counselor, Teams | ● Quarterly review of PBIS results data:
  ○ Referrals
  ○ Chapter 19
  ○ PBIS Rewards

● Formative quarterly data from SEL lesson surveys

● Team meeting agendas and minutes

SY 24-25 Baseline 55% (Panorama Sense of Belonging)
● SY 25-26 Winter: 57%
● SY 25-26 Spring: 58%

● No more than 5 *fights* on campus per quarter
SY 25-26
Q1:
Q2:
Q3:
Q4:
● No more than 12 *disorderly conduct* incidences per quarter
SY 25-26 | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

			Q1: Q2: Q3: Q4:	

1.2.3. All students experience a Nā Hopena Aʻo environment for learning.
 	
SW 6 iii.I, iii.II, iii.IV
	5A-C	A. Provide teachers and staff with **training** on Nā Hopena Aʻo
		   1. Conduct quarterly activities that increase understanding and application of Nā Hopena Aʻo
		   2. Promote Grade Level Team Nā Hopena Aʻo activities
		B. Review Schoolwide Expectations to be in alignment with Nā Hopena Aʻo
		   1. Coordinate time to correlate schoolwide expectations with Nā Hopena Aʻo quarterly
		   2. Promote with school community the connection of school wide expectations with Nā Hopena Aʻo
		
		Accountable Leads: Grade Level VP, Student Success Coordinator, Teams
			• Training agenda
			
			• Curriculum maps that indicates integration of Nā Hopena Aʻo
				☑ 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.
 	
Build a culture where learners investigate, communicate, collaborate, and create in order to develop foundational computer science knowledge and skills—empowering them to become future problem solvers and thrive in our increasingly digital world.
 	
SW 6. iii.II
	5A-C
	6A-C
		A. Foster **Collaborative Learning Environments** (IC3)
		  1. Exploratory CS electives
		  2. Project-based learning
		  3. Student innovation showcases
		B. Provide **Career Exploration** Opportunities
		  1. Mandatory 6th Grade Career Exploration Course
		  2. Schoolwide Career Day
		  3. Uplink participation
		  4. Summer learning programs
		C. Encourage **Civic & Community Service**
		  1. Parade participation
		  2. Band performances
		  3. Service projects
		
		Accountable Leads: Grade Level VP, Counselor, Uplink Coordinator, PCNCs
			• Curriculum Maps
			
			• Uplink Rosters and evidence
			
			• Student, Presenter, and community surveys
			
			• Course enrollment data
			
			• Student project showcases and exhibitions
				☑ 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.*
All WMS teachers that are new to the school and/or new to the profession will receive induction and mentoring support	5A-C 6A-C	A. Identify WMS school level mentors 1. Participate in mentor training 2. Establish weekly mentor meeting time B. WMS mentors provide comprehensive support to new teachers in eight key areas: curriculum design, classroom setup and management, attendance tracking (both student and employee), Infinite Campus Gradebook implementation, addressing student needs (academic, emotional, and behavioral), parent communication strategies, and navigating school protocols including emergency procedures and resource requisition. Accountable Leads: Academic VP, NCTs, Mentors	• Mentee log on Kiano online platform • Mentee survey • Retention rate	☑ 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.	5A-C 6A-C	A. WMS will conduct School Community Council meetings to share information, solicit feedback, and to engage the community in partnership.
		  1. Actively recruit SCC membership
		  2. Conduct at least quarterly community meetings
		    a. Semester 1: Share school plans and data
		    b. Semester 2: Share school plans and data
		
		Accountable Leads: Principal, PCNC, Parents, Staff
		
		B. Promote family involvement activities
		  1. Coordinated Parent & Community Networking Coordinators
		  2. Coordinated by Grade Level Teams
		
		Accountable Leads: Principal, PCNCs, Parents
			• SCC Meeting agenda and minutes
			
			• Team family logs and surveys
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☑ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

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.*

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

Desired Outcome	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Provide meaningful family literacy events that promote the importance of reading, teach literacy strategies, and strengthen connections between families, community partners, students' education, the school community, and the culture of Hawaii.	ESEA section 1116(e)(1) ESEA section 1116(e)(2) 1C, 2C, 3C, 4B, 5A-C, 6A-B	A. Offer parent workshops on understanding Hawaii state academic standards and assessments, with practical tools for monitoring student progress at home B. Provide clear guidance to help parents understand Hawaii state academic standards, assessment methods, and strategies to monitor their child's progress (ESEA section 1116(e)(1)) C. Deliver targeted materials and training that equip parents with literacy and technology skills to effectively support their children's academic achievement (ESEA section 1116(e)(2)) Accountable Leads: Academic VP, PCNCs, SAC, Team Leads	● **Attendance Tracking**: Document family participation rates ● **Parent Surveys**: Conduct pre/post surveys ● **Quarterly Review Meetings**: Analyze collected data to make evidence-based adjustments to implementation strategies	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support				
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.*

WMS will improve communication and follow through by establishing a governance structure.	1 A-E
	2 A-D
	3 A-D
	4 A-C
	5 A-C
	6 A-C
	7 A-D
	8 A-E
		A. Utilize WMS Governance Structure to share information, discuss, and make decisions
		  1. Mini Core: administration & 12-month teachers
		  2. Core: administration, 12-month teachers, SASA, counselor, SSC, PCNC, DH & Team Leaders
		  3. Full Faculty
		  4. School Community Council (SCC)
		Accountable Leads: Principal, Academic VP, Academic Team, DHs, SASA
		B. **School Improvement Process** through the Western Association of Schools and Colleges (WASC) accreditation process
		  1. Establish timeline of action steps
		  2. Organize accreditation process
		    a. WASC coordinator(s)
		    b. Establish focus groups
		    c. Reinforce school improvement process
		Accountable Leads: Principal, Registrar, Student Success Coordinator
			● WAT minutes
			
			● APC minutes
			
			● SCC minutes
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☑ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ 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 Wahiawa Middle School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,099
Did your school submit a SCC Waiver Request Form? Please explain.	Yes.

- Professional Growth & Instructional Excellence: Our staff will gain direct exposure to research-based best practices and learn from national middle level education experts, equipping us with innovative instructional strategies specifically designed for adolescent learners and their unique developmental needs.
- Collaborative Team Development: This shared learning experience strengthens our cohesion as a middle school team by allowing us to collectively reflect on current practices, develop common language, and collaboratively plan the implementation of new approaches that will directly benefit our students.
- Enhanced Student-Centered Environment: The conference will provide essential frameworks for creating developmentally responsive learning environments, strengthening advisory programs, and implementing effective social-emotional learning strategies that support the whole child during these critical developmental years.

Bell Schedule:

Monday			Tuesday			Wednesday			Thursday			Friday	
HR	7:55-8:01		HR	7:55-8:01		A	7:55-8:38		HR	7:55-8:01		HR	7:55-8:01
1	8:04-8:55		7	8:04-8:55		6	8:41-9:34		3	8:04-8:57		2	8:04-8:55
2	8:58-9:49		1	8:58-9:51		R	9:34-9:49		4	9:00-9:53		3	8:58-9:49
R	9:49-10:04		R	9:51-10:06		7	9:52-10:45		R	9:53-10:08		R	9:49-10:04
3	10:07-10:58		2	10:09-11:02		1	10:48-11:41		5	10:11-11:04		4	10:07-10:58
4	11:01-11:52		3	11:05-11:58		L	11:41-12:11		6	11:07-12:00		5	11:01-11:52
L	11:52-12:22		L	11:58-12:28		2	12:14-1:07		L	12:00-12:30		L	11:52-12:22
5	12:25-1:16		4	12:31-1:24		PREP	1:07-1:52		7	12:33-1:26		6	12:25-1:16
6	1:19-2:10		5	1:27-2:20					1	1:29-2:20		7	1:19-2:10
PREP	2:10-2:55											PREP	2:10-2:55