

Wahiawa Middle Academic Plan SY 2026-2027

275 Rose Street, Wahiawa, 96786
808-305-3300
wahiawamiddle.com

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Samuel Bennett	
[Insert signature]  Samuel Bennett (Apr 20, 2026 05:26:30 HST)	Date 04/20/2026

Approved by Complex Area Superintendent: Ernest Muh	
[Insert signature] 	Date 04/16/2026

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
	My Perspectives (g6-g8)	Carnegie Math (g6-g8)		
		HIDOE (Algebra 1)		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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
Grade 6-8		Maneuvering the Middle		

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
	iReady	iReady
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

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: 2021

Type of Last Visit: Full Self-Study -

Year of Next Action: April 8, 2025

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

Year of Next Self-Study:

2028

Please identify **the critical student learning needs and the root/contributing cause for prioritizing these needs.**

"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 needs and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Math Achievement: Over the past 5 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%, SY 24-25: 30%), but remains below the state averages (SY 24-25: 30% School; 41% State). <u>Root/Contributing cause:</u> A. Instructional Rigor & Coverage: Insufficient depth and pacing regarding grade-level standards and priority material. B. Systemic Inconsistency: Variance in the quality and timeliness of lesson planning, curriculum planning, common assessments implementation, and data analysis. C. Procedural Disconnection: Inconsistent classroom management and student expectations across departments and grade-level teams. D. Pedagogical Gaps: Limited use of mathematical discourse, concrete materials, and manipulatives to drive engagement and differentiation.
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%, SY24-25: 44%), but remains below the state averages (SY 24-25: 44% School; 53% State). <u>Root/Contributing Cause:</u> A. Pedagogical Gaps: Lack of cohesive and consistent use of curricular materials, insufficient differentiation strategies, and variability in instructional implementation.

	B. Instructional Rigor & Coverage: Inconsistent expectations for grade-level standards and priority materials, with gaps in both horizontal and vertical alignment. C. Collective Efficacy: To strengthen collective efficacy, the ELA department is leveraging grade-level content partnerships to align instruction and share expertise. D. Middle Level Best Practices - such as interdisciplinary learning, developmentally appropriate instruction, and student voice - are not consistently embedded in instruction.
3	<u>Student Need: Science Achievement:</u> 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%, SY24-25: 44%), but WMS students remain on par with the state averages (SY 24-25: 44% School; 43% State). <u>Root/Contributing Cause:</u> A. Execution remained consistent due to low staff turnover. B. The team demonstrates a deep mastery of science grade-band standards, paired with a strong sense of collective efficacy that drives high-quality curriculum delivery. C. Our success is rooted in the team's pedagogical depth and their shared belief in their ability to impact student outcomes through rigorous science instruction and assessment.
4	<u>Student Need: Social Studies Achievement:</u> Report card data shows that 69 students (~10%) are currently failing social studies, with the highest concentration in Grade 7 (39 students), followed by Grade 6 (17 students) and Grade 8 (13 students). <u>Root/Contributing Cause:</u> A. Students who are struggling in social studies are not consistently identified and referred for additional support in a timely manner, delaying access to intervention. B. Tier 2 and Tier 3 supports specific to social students' content are not fully developed, leaving students without targeted academic intervention. C. Teachers are not consistently using data from common assessments and the data review cycle to adjust instruction and identify students in need of additional support.
5	<u>Student Need: Student Sense of Belonging, including attendance.</u> According to the Panorama Student Survey, fewer than half of 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) <u>Root/Contributing Cause:</u> A. Teaming structures are not consistently implemented in ways that foster a strong sense of belonging and connection among students. B. Middle-level practices are not fully utilized to create meaningful student-team relationships. C. Teachers need to consistently use and implement NASOT strategies and Wayfinder lessons to foster engaging instruction and strengthen student connection and participation.
6	<u>Student Need: Middle School Practices and IC3 Implementation</u> 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. <u>Root/Contributing Cause:</u>

	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	<u>Student Need:</u> English Language Learner - While recent data shows growth (from 9.86% of EL's on track (GTT) in 2024 to 12.5% in 2025), the school remains below the updated Goal of 48% of ELs On Track (GTT). More than 85% of EL students are off-track to meet their individual Growth-to-Target 5-year goal to be English language proficient. <u>Root/Contributing cause(s):</u> A. Systemic Inconsistency: Current systems for monitoring English Learner progress are not consistently used to adjust instruction in real time. B. Pedagogical Gaps: TESOL-specific strategies and sheltered instruction strategies are not fully integrated into daily classroom instruction across all content areas. C. Instructional Alignment: Planning does not always align with students' specific language acquisition stages, particularly for newcomers and dual-identified (SPED/ELL) students. D. Professional Capacity: Teachers need ongoing support and professional development to confidently implement strategies that meet the language development needs of English Learners.
8	<u>Student Need:</u> 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. <u>Root/Contributing cause(s):</u> A. Existing progress-monitoring systems need to be used more consistently 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.

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	<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 <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 for overseeing and monitoring 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>												
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. SY 25-26 Winter Diagnostic Typical Growth #Std/Met=% by grade level Update with the end of the year when available <table><tr><th>Grade</th><th># of st</th><th>Typical %</th></tr><tr><td>6</td><td>211/220</td><td>45</td></tr><tr><td>7</td><td>240/250</td><td>42</td></tr><tr><td>8</td><td>200/211</td><td>48</td></tr></table>	Grade	# of st	Typical %	6	211/220	45	7	240/250	42	8	200/211	48	2A-D	A. Continue to refine curriculum maps across the department, utilizing the WMS Model of Instruction and curriculum map criteria B. Integrate My Perspectives as the core curricular program, ensuring all standards are sequenced in pacing guides with intentional horizontal and vertical alignment. C. Provide professional development on the iReady Toolbox and NASOT strategies, with coaching support and classroom application. D. Teachers will utilize the NASOT lesson planning template to co-create lessons with their co-teacher, incorporating explicit modeling and student discourse. E. Continue refining the LMW Learning Team process by analyzing common assessment results, identifying trends and patterns, conducting item- and error-analyses, and implementing targeted interventions based on findings. Accountable Leads: Academic VP, Curriculum Coordinator, English Department Head, English Department SW 6 i, ii, iii.III, iii.IV	Instructional Walkthroughs with Feedback 50% of students will show Typical growth after the winter Diagnostic 75%+ students will demonstrate Typical growth by the Spring diagnostic Increase overall ELA proficiency from 44% to 47% on state assessments (SY 2025-26 target)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Grade	# of st	Typical %														
6	211/220	45														
7	240/250	42														
8	200/211	48														

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. <table><tr><th>Grade</th><th># of st</th><th>Typical %</th></tr><tr><td>6</td><td>214/221</td><td>35</td></tr><tr><td>7</td><td>243/252</td><td>30</td></tr><tr><td>8</td><td>198/209</td><td>49</td></tr></table>	Grade	# of st	Typical %	6	214/221	35	7	243/252	30	8	198/209	49	1 A-D A. Continue to refine curriculum maps across the department, utilizing the WMS Model of Instruction and curriculum map criteria B. Integrate Carnegie as the core curricular program, ensuring all standards are sequenced in pacing guides with intentional horizontal and vertical alignment. C. Provide professional development on the iReady Toolbox and NASOT strategies, with coaching support and classroom application. D. Teachers will utilize the NASOT lesson planning template to co-create lessons with their co-teacher, incorporating explicit modeling and student discourse. E. Continue refining the LMW Learning Team process by analyzing common assessment results, identifying trends and patterns, conducting item- and error-analyses, and implementing targeted interventions based on findings. Accountable Leads: Academic VP, Curriculum Coordinator, Math Department Head, Math Department SW 6 i, ii, iii.III, iii.IV	Instructional Walkthroughs with Feedback 50% of students will show Typical growth after the winter Diagnostic 75%+ students will demonstrate Typical growth by the Spring diagnostic Increase overall math proficiency from 29% to 34% on state assessments (SY 2025-26 target)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Grade	# of st	Typical %													
6	214/221	35													
7	243/252	30													
8	198/209	49													

Social Studies Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. SY 25-26 Sem1 (IC): <table><tr><th>Grade</th><th># of st</th><th>F</th></tr><tr><td>6</td><td>221</td><td>.90% (2)</td></tr><tr><td>7</td><td>252</td><td>5.6% (14)</td></tr><tr><td>8</td><td>209</td><td>.96% (2)</td></tr></table>	Grade	# of st	F	6	221	.90% (2)	7	252	5.6% (14)	8	209	.96% (2)	4 A-C	A. Continue to refine curriculum maps across the department, utilizing the WMS Model of Instruction and curriculum map criteria B. Ensure all standards are sequenced in pacing guides with intentional horizontal and vertical alignment. C. Provide professional development on NASOT strategies, with coaching support and classroom application. D. Teachers will utilize the NASOT lesson planning template to incorporate explicit modeling and student discourse. E. Continue refining the LMW Learning Team process by analyzing common assessment results, identifying trends and patterns, conducting item- and error-analyses, and implementing targeted interventions based on findings. Accountable Leads: Academic VP, Curriculum Coordinator, Social Studies Department Head, Social Studies Department SW 6 i, ii, iii.III, iii.IV	Report card data will be reviewed each quarter to monitor the reduction in the percentage of students failing social studies, with targets of 8% in Q3 and 5% in Q4, against a baseline of 10%. Students are identified and placed in Intervention groups and tracked each quarter on the Panorama Platform, to ensure the early warning system is functioning and timely. Social studies grade-level teams will engage in at least 2 data review cycles per quarter.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Grade	# of st	F														
6	221	.90% (2)														
7	252	5.6% (14)														
8	209	.96% (2)														

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Required for all schools. English Learners Access Score Breakdown <table><tr><th>Gra de</th><th># of st</th><th>NEP</th><th>LEP</th></tr><tr><td>6</td><td></td><td></td><td></td></tr><tr><td>7</td><td></td><td></td><td></td></tr><tr><td>8</td><td></td><td></td><td></td></tr></table> SpEd Education: Inclusion <table><tr><th>Grade</th><th># of st</th><th>Typical %</th></tr><tr><td>6</td><td></td><td></td></tr><tr><td>7</td><td></td><td></td></tr><tr><td>8</td><td></td><td></td></tr></table>	Gra de	# of st	NEP	LEP	6				7				8				Grade	# of st	Typical %	6			7			8			ELL- 7 A-D	English Language Learners A. Co-create a pacing guide for ESOL classes aligned to language acquisition levels; share with all content teachers. B. Create English Language Development (ELD) plans for students for students at risk of failing; post on Panorama as an intervention plan. C. Implement WIDA-aligned, sheltered instruction strategies across all content areas; provide targeted PD on differentiated instruction and language scaffolds. D. Work with SpEd department to create accommodations for dual-identied (SPED/EL) students and share with all teachers. E. Continue refining the LMW Learning Team process by analyzing common assessment results, identifying trends and patterns, conducting item- and error-analyses, and implementing targeted interventions based on findings.	English Language Learners iReady Winter Diagnostic: 40% of ELs will meet their typical growth iReady Spring Diagnostic: 80% of ELs will meet their typical growth BOY → EOY: at least 35% 25/71 students will have made a 0.5 gain on the WIDA ACCESS to be on track towards GTT.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Gra de	# of st	NEP	LEP																													
6																																
7																																
8																																
Grade	# of st	Typical %																														
6																																
7																																
8																																

SpEd Education: Inclusion <table><tr><th>Grade</th><th># of st</th><th>Ambiti ous Growth</th></tr><tr><td>6</td><td></td><td>10% make 1.5 years of growth</td></tr><tr><td>7</td><td></td><td>10% make 1.5 years of growth</td></tr><tr><td>8</td><td></td><td>10% make 1.5 years of growth</td></tr></table> SpEd Education: Resource <table><tr><th>Grade</th><th># of st</th><th>Ambiti ous Growth</th></tr><tr><td>6</td><td></td><td>10% make 1.5</td></tr></table>	Grade	# of st	Ambiti ous Growth	6		10% make 1.5 years of growth	7		10% make 1.5 years of growth	8		10% make 1.5 years of growth	Grade	# of st	Ambiti ous Growth	6		10% make 1.5	SPED-A	Special Education Learners A. Continue to refine curriculum maps across the department, utilizing the WMS Model of Instruction and curriculum map criteria a. Refine and monitor curriculum and additional resources to ensure IDEA requirements are met and IEP goals are current. b. Ensure instructional materials are differentiated to meet individual student needs as outlined in IEPs. B. Ensure all standards are sequenced in pacing guides with intentional horizontal and vertical alignment. C. Provide professional development on NASOT strategies, with coaching support and classroom application. a. Utilize NASOT strategies and research-based instructional practices in both inclusion and resource settings. b. Structured co-planning time for general and special education teachers to co-create lessons and share expertise. D. Specially designed instruction (SDI) implemented in each special education setting: a. Inclusion Setting b. Resource Setting c. Fully Self-Contained Setting E. Utilize CBMs to formatively assess growth and adjust SDI if needed.	Special Education Learners Curriculum-Based Measurement Data Classroom Walkthroughs Case Reviews 10% of students with IEPs will show Typical growth after the Middle of Year Benchmarks 10%+ students will demonstrate Ambitious growth by the End of Year Benchmarks
Grade	# of st	Ambiti ous Growth																			
6		10% make 1.5 years of growth																			
7		10% make 1.5 years of growth																			
8		10% make 1.5 years of growth																			
Grade	# of st	Ambiti ous Growth																			
6		10% make 1.5																			

		years of growth		Accountable Leads: Principal, SPED VP, Student Services Coordinator, SpEd Teachers		
7		10% make 1.5 years of growth				
8		10% make 1.5 years of growth				
SpEd Education: Fully Self-Contained						
Grade	# of st	Ambitious Growth				
6		10% make 1.5 years of growth				
7		10% make 1.5 years of growth				
8		10% make 1.5 years of growth				

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>	5A-C 6A-C	A. Align transition activities with grade-level learning expectation and career/college readiness standards. B. Continue student transition process: Elementary → WMS: 5th Grade Feeder School Visits, JumpStart, Family Night for incoming 6th graders, Smart Start (1st Day for 6th graders only) WMS → High School: 8th Grade Visit to Leilehua High School, 8th-grade Parent Night with LHS counselors, Career Day inclusive of LHS Pathways C. Review transition data and student survey results each semester to refine and improve the transition process. Accountable Leads: 6th grade VP and Counselor, 8th Grade VP and Counselor, Registrar, Student Activities Coordinator, and PCNCs	Planning Meeting Agendas and Minutes Survey participants (students and parents) after each visit	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.6 47% of students will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment.	2A-C	A. Utilize dedicated content and department time to review student data, refine curriculum maps, and align instructional strategies across the ELA department. B. Continue to use New Art and Science of Teaching strategies and Common Formative Assessments to drive data-informed instruction. C. Establish a referral and monitoring process within the WMS MTSS framework to ensure timely identification of students at risk and connection to appropriate tiered supports. D. Teachers will utilize the NASOT lesson planning template to co-create a lesson with their co-teacher. E. Engage in the LMW Learning Team process quarterly to review iReady diagnostic data, analyze common formative assessments, and refine instruction Accountable Leads: Academic VP, Curriculum Coordinator, ELA Department Head, ELA Department	50% of students will show Typical growth after the winter Diagnostic 75%+ students will demonstrate Typical growth by the Spring diagnostic Diagnostic Growth Checks Increase overall math proficiency from ...% to ...% on state assessments	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.7 45% of students will be proficient in Science on the Hawaii State Assessment. SY 25-26 Sem1 (IC): <table><tr><th>Grade</th><th># of st</th><th>F</th></tr><tr><td>6</td><td>221</td><td>0%</td></tr><tr><td>7</td><td>252</td><td>.40% (1)</td></tr><tr><td>8</td><td>209</td><td>1.4% (3)</td></tr></table>	Grade	# of st	F	6	221	0%	7	252	.40% (1)	8	209	1.4% (3)	3A-C	A. Continue to refine curriculum maps across the department, utilizing the WMS Model of Instruction and curriculum map criteria B. Ensure all standards are sequenced in pacing guides with intentional horizontal and vertical alignment. C. Provide professional development on NASOT strategies, with coaching support and classroom application. D. Teachers will utilize the NASOT lesson planning template to incorporate explicit modeling and student discourse. E. Continue refining the LMW Learning Team process by analyzing common assessment results, identifying trends and patterns, conducting item- and error-analyses, and implementing targeted interventions based on findings. Accountable Leads: Academic VP, Curriculum Coordinator, Science Department Head, Science Department	45% of 8th-grade students will meet/exceed the state average on NGSS Science Report card data will be reviewed each quarter to monitor the reduction in the percentage of students failing science, with targets of 8% in Q3 and 5% in Q4, against a baseline of 10%.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Grade	# of st	F														
6	221	0%														
7	252	.40% (1)														
8	209	1.4% (3)														

★ 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> <i>SY 24-25 Baseline: Daily attendance 92% / Regular attendance 74%</i> <i>SY 25-26 goal: 93% daily / 77% regular</i> <i>SY 26-27 goal: To be determined</i> SW5	5A-C 6A-C	A. Align attendance and belonging initiatives with the Middle School Attributes and Nā Hopena A'o outcomes. B. Continue middle school team practices: Common Team Planning Time, Team Activities (students and families), and field trips. C. Continue the atmosphere that promotes student voice and choice through Student Sanctuary (Restorative Practice), afterschool enrichment program (Uplink), recess and lunch activities, and 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 by grade level counselors and grade level VPs. 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: Grade Level Vice Principals & Grade Level Counselors, Classroom Teachers	Based on SY 24-25 the <i>regular attendance</i> rate is 74%. SY 25-26 end goal for regular attendance rate is 77%. For SY 26-27, the end goal is 77%. For SY 26-27, the goal is to have 1 field trip per semester for each team. Consistently have 5-7 students per grade level per quarter Bi-weekly attendance review by grade level teams and recorded in learning team meeting minutes. Quarterly updates on attendance rate and progress to staff and stakeholders.	☒ 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. <i>Required for all schools.</i>	5A-C (?)	A. Continue the school-wide implementation of the PBIS Rewards program, with clear expectations and consistent routines across classrooms and teams. B. Students earn Lancer Coins for demonstrating the school's core values. In addition, "Caught You Demonstrating Core Values" pop up days provide spontaneous opportunities to recognize students in the moment. Quarterly Core Values Recognition Assembly to spotlight students. C. Utilize Panorama to document home communication (academics, attendance, and behaviors) and student interactions. D. Review behavioral incident data monthly; analyze trends by grade level and team; adjust Tier 1 supports accordingly. Accountable Leads: Grade Level Vice Principals & Grade Level Counselors, and Classroom Teachers	Students with perfect attendance (no tardies or absences) will be recognized at the quarterly assembly. 100% of teachers and counselors will input 10 or more entries in Panorama to document home communication (academics, attendance, and behavior) and student interactions. Suspension rates tracked monthly; target is continued reduction from SY 24-25 baseline PBIS fidelity data reviewed each semester	☒ 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 A'o environment for learning. <i>Required for all schools.</i>	5 A-C	A. Align the following activities with Nā Hopena A'o: Quarterly Core Value Awards, School Teams, Wayfinder SEL activities, B. Culture-based learning opportunities: placed-based learning (field trips), and culturally relevant learning experiences. C. Quarterly team (advisory) plans that ensure integration of Nā Hopena A'o outcomes across grade levels and content areas. Accountable Leads: Grade Level VP, Curriculum Coordinator, & Teams	Training agenda Team plans that indicate integration of Nā Hopena A'o reviewed each quarter.	☒ 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 <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> SW5	5A-C 6A-C	A. Embed career and civic exploration into the curriculum through: advisory, project-based learning, and CS electives. B. Provide Career Exploration Opportunities: schoolwide career day, Uplink participation, summer learning programs. C. Encourage Civic & Community Service: parade participation, band performances, and service projects. D. Review course enrollment data, Uplink rosters, and student project evidence each semester to monitor engagement and refine opportunities. Accountable Leads: Grade Level VP, Grade Level Counselor, Registrar, Uplink Coordinator, PCNCs	Curriculum Maps reviewed each semester Uplink Rosters and evidence reviewed quarterly Student, Presenter, and community surveys after each event Course enrollment data reviewed at the start of each semester	☒ 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 <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>
All WMS teachers who are new to the school and/or new to the profession will receive induction and mentoring support	5C	A. 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. B. Identify WMS school-level mentors; participate in mentor training, mentors meet with Beginning Teachers (BTs) regularly following the WMS three tiered system created in SY 25-26. C. Review mentee logs and retention data quarterly; adjust mentor assignments and support as needed. Accountable Leads: Academic VP, NCTs, Mentors	Mentee logs on Kick-up online platform Mentee survey administered each semester 85% Retention rate (end of year target)	☒ 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> <i>SW5</i>	5A-C 6A-C	A. WMS will conduct School Community Council meetings to share school plans, data, solicit feedback, and engage in community partnership. B. Promote family involvement activities coordinated by PCNCs and Grade Level Teams. Accountable Leads: Principal, Academic Vice Principal, PCNCs, & Parent Leaders	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: __, \$

★ 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>
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. SW5	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. (ESEA section 1116(e)(1)) B. 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)) C. Review family participation data quarterly; conduct parent surveys; make evidence-based adjustments to implement strategies. Accountable Leads: Academic VP, PCNCs, SAC, Team Leads	• Attendance Tracking: Document family participation rates • Parent Surveys: Conduct 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?"	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 for enabling activities.
WMS will improve communication and follow through by establishing a governance structure. SW6	1 A-E 2 A-D 3 A-D 4 A-C 5 A-C 6 A-C 7 A-D 8 A-E	Utilize WMS Governance Structure to share information, discuss, and make decisions. A. Mini Core: administration & 12-month teachers B. Core: administration, 12-month teachers, SASA, counselor, SSC, PCNC, DH & Team Leaders C. Full Faculty D. School Community Council (SCC) Accountable Leads: Principal, Academic VP, Academic Team, DHs, SASA School Improvement Process through the Western Association of Schools and Colleges (WASC) accreditation process A. Establish timeline of action steps B. Organize accreditation process 1. WASC coordinator(s) 2. Establish focus groups 3. Reinforce school improvement process Accountable Leads: Principal, Academic VP, Academic Team, DHs, SASA	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 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.

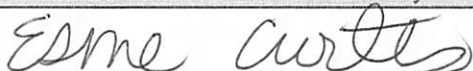
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Wahiawa Middle** 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 **Apr 16, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 16, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. *Examples: School Leadership Team, Curriculum Committee, School Safety Committee*]
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: **Date**

Attested:

Wahiawa Middle Principal	Signature	Date
Samuel Bennett		Apr 17, 2026
SCC Chairperson	Signature	Date
Esmeralda Curtis		Apr 17, 2026

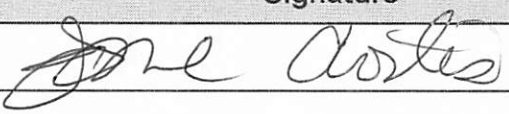
SCC Recommendations to the Academic Plan and Financial Plan:

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:

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

Attested:

SCC Chairperson	Signature	Date
Esmeralda Curtis		Apr 17, 2026

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)												1099	
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?												☐ Yes ☐ No ☒ N/A, we meet the requirement	

Wahiawa Middle 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