

Mililani Middle School Academic Plan SY 2025-2026

95-1140 Lehiwa Drive
(808)627-9000

<https://sites.google.com/mililanimiddle.k12.hi.us/mms>

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

Submitted by Principal Shannon Tamashiro	
<u>Shannon Tamashiro</u> <small>Shannon Tamashiro (Apr 14, 2025 12:23 HST)</small>	Apr 14, 2025

Approved by Complex Area Superintendent Ernest Muh	
<u>Ernest Muh</u> <small>Ernest Muh (Apr 14, 2025 10:26 HST)</small>	Apr 14, 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 **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
6	'20 Into Literature ▾	i-Ready Classroom Mathematics ▾	Teacher Created	Teacher Created
7	'20 Into Literature ▾	i-Ready Classroom Mathematics ▾	Teacher Created	Teacher Created
8	'20 Into Literature ▾	i-Ready Classroom Mathematics ▾	Teacher Created	Teacher Created

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
6		Delta Math	STEMScopes	
7		Delta Math		Moana Akea
8		Delta Math		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If “Other” is selected, please explain.

☐ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 6	I-Ready ▾	I-Ready ▾
Grade 7	I-Ready ▾	I-Ready ▾
Grade 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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Year of Next Action: 2027

Year of Next Self-Study:

Type of Last Visit: Full Self-Study -

Type of Next Action: Mid-Cycle Report (No Visit) -

2030

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

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

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

1 **Student Need:** Increase student achievement in English Language Arts (ELA), Math, and Science

Content Area (SY23-24)	All Students	SPED	ELL	Disadvantaged
ELA	64.1%	14.3%	22.5%	42.2%
Math	49.6%	10.6%	17.5%	28.5%
Science	57.4%	12.2%	26.6%	35.9%

Root/Contributing Cause:

- Lack of common understanding and implementation of Hawai'i Multi-Tiered Systems of Support (HMTSS)
- Lack of curricular coherence and consistency
 - Lack of common curriculum for Science and Social Studies
 - Lack of horizontal and vertical alignment (priority standards, pacing maps, common assessments)
- Lack of common data (beyond state assessment and universal screener results) to analyze through Data Teams process

2

Student Need: Increase regular student attendance across all populations

All	SPED	ELL	Disadvantaged
82.7%	73.9%	90%	67.8%

Root/Contributing Cause:

- Lack of follow through regarding chronic absenteeism
- Lack of connection to one or more supportive adult/s and or peers on campus

3

Student Need: Increase student, teacher, and staff sense of belonging

Spring SEL Survey	2021-2022	2022-2023	2023-2024
Students	52%	55%	56%
Teachers	69%	69%	64%
Staff	63%	63%	80%

Root/Contributing Cause:

- Lack of connection to one or more supportive adult/s and or peers on campus

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

- 1** **Targeted Subgroup:** Special Education (IDEA)
- Identified Student Need(s):** Decrease the student achievement gap in English Language Arts (ELA), Math, and Science

	2021-2022	2022-2023	2023-2024
ELA	16.8%	16.4%	14.3%
Math	7.8%	13.8%	10.6%
Science	14%	19.6%	12.2%

- 2** **Targeted Subgroup:** English Language Learners
- Identified Student Need(s):** Decrease the student achievement gap in English Language Arts (ELA), Math, and Science

	2021-2022	2022-2023	2023-2024
ELA	24.1%	25.6%	22.5%
Math	13.7%	20.5%	17.5%
Science	N/A	15.3%	26.6%

- 3** **Targeted Subgroup:** Socioeconomically Disadvantaged
- Identified Student Need(s):** Decrease the student achievement gap in English Language Arts (ELA), Math, and Science

	2021-2022	2022-2023	2023-2024
--	-----------	-----------	-----------

	ELA	53.6%	52.2%	42.2%
	Math	30.6%	31.8%	28.5%
	Science	45.6%	41.7%	35.9%



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?" Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	Not applicable	Not applicable	Not applicable	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

Reading 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.	Not applicable	Not applicable	Not applicable	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
---	----------------	----------------	----------------	--

<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>SBA Spring 2024 (All students) Math 50%</p> <p>Grade 6: 52.8% Grade 7: 55.4% Grade 8: 41.3%</p> <p>iReady EOY Spring 2024 (All students) Math 55%)</p> <p>Grade 6: 63% Grade 7: 53% Grade 8: 48%</p>	<ul style="list-style-type: none"> Identify priority standards based on the National and State Standards Develop curricular coherence horizontally and vertically (WASC Critical Area for follow-up #1) Develop common assessments Develop pacing guides based on the viable curriculum (Ready Classroom) following the Administer the universal screener (iReady Diagnostic three times a year) and utilize the data for progress monitoring Administer the SBA Interim once a year and use the data to adjust instruction Use the Data Teams process to develop schoolwide curricular and instructional coherence (WASC Critical Area for follow-up #1) <p>(MLSP #3 - CIA)</p> <p>Accountable Lead: Math DH</p>	<p>56% of students will be on grade level at the winter benchmark period as measured by the winter iReady Diagnostic</p> <p>All: 56% Grade 6: 65% Grade 7: 55% Grade 8: 50%</p> <p>58% of students will be on grade level at the spring benchmark period as measured by the EOY iReady Diagnostic</p> <p>All: 58% Grade 6: 67% Grade 7: 57% Grade 8: 52%</p> <p>55% of all students will be Level 3 or above on the 25-26 SBA:</p> <p>All: 55% Grade 6: 55% Grade 7: 60% Grade 8: 50%</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
---	---	--	---	--

<p>All students in grades 6-8 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment</p>	<p>64% of students in grades 6-8 were at Level 3 or above in ELA on SBA SY23-24</p> <p>Grade 6: 61.0% Grade 7: 66.7% Grade 8: 64.3%</p> <p>iReady EOY Spring 2024 (All students Reading 56%)</p> <p>Grade 6: 53% Grade 7: 55% Grade 8: 59%</p>	<ul style="list-style-type: none"> • Identify priority standards based on the National and State Standards • Develop curricular coherence horizontally and vertically (WASC Critical Area for follow-up #1) • Develop common assessments • Develop pacing guides based on the viable curriculum (HMH - Into Literature) • Administer the universal screener (iReady Diagnostic three times a year) and utilize the data for progress monitoring • Use the Data Teams process to develop schoolwide curricular and instructional coherence (WASC Critical Area for follow-up #1) <p>(MLSP #3 - CIA)</p> <p>Accountable Lead: ELA DH</p>	<p>58% of students will be on grade level at the winter benchmark period as measured by the winter iReady Diagnostic</p> <p>All: 58% Grade 6: 55% Grade 7: 57% Grade 8: 62%</p> <p>60% of students will be on grade level at the spring benchmark period as measured the EOY iReady Diagnostic</p> <p>All: 60% Grade 6: 57% Grade 7: 59% Grade 8: 64%</p> <p>70% of all students will be Level 3 or above on the 25-26 SBA: All: 70% Grade 6: 65% Grade 7: 73% Grade 8: 70%</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
---	---	--	---	--

All 8th-grade students will be proficient on the Hawaii State Assessment - Science	57% of 8th-grade students were proficient in Science on the Hawaii State Assessment in SY 23-24	<ul style="list-style-type: none"> Identify priority standards based on the National and State Standards Develop curricular coherence horizontally and vertically (WASC Critical Area for follow-up #1) Develop common assessments Develop pacing guides Use the Data Teams process to develop schoolwide curricular and instructional coherence (WASC Critical Area for follow-up #1) A Viable Science curriculum program will be selected with vertical alignment for 6-8 <p>(MLSP #3 - CIA)</p> <p>Accountable Lead: Science DH</p>	65% of students will meet or exceed proficiency on grade level common assessments in science	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
All students learning English will be on-track to English language proficiency	13.8% of students on-track to English language proficiency in SY 23-24	<ul style="list-style-type: none"> Individualized Plans for all EL identified students (J) <p>(MLSP #6 - Support)</p> <p>Accountable Lead: EL Coordinator</p>	18% of ELL students will increase their universal screening scores	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>SBA Spring 2024 (All students) ELA 64% Math 50%</p> <p>HSA-Science 2024 8th grade 57%</p> <p>iReady Spring 2024 (All students) Reading 56% Math 54%</p> <p>iReady Winter 2024 (All students) Reading 54% Math 52%</p>	<ul style="list-style-type: none"> Identify priority standards based on the National and State Standards Implement a reading fluency screener Develop curricular coherence horizontally and vertically (WASC Critical Area for follow-up #1) Develop common assessments Develop pacing guides based on the viable curriculum Administer the universal screener (iReady Diagnostic three times a year) and utilize the data for progress monitoring Use the Data Teams process to develop schoolwide curricular and instructional coherence (WASC Critical Area for follow-up #1) <p>(MLSP #3 - CIA; MLSP #6 - Support)</p> <p>Accountable Lead: SpEd DH & Counseling DH</p>	<p>70% of students will be proficient as measured by the ELA SBA</p> <p>58% of students will be on grade level at the winter benchmark period as measured by the winter iReady Reading Diagnostic</p> <p>60% of students will be on grade level at the spring benchmark period as measured the EOY iReady Reading Diagnostic</p> <p>55% of students will be proficient as measured by the Math SBA</p> <p>56% of students will be on grade level at the winter benchmark period as measured by the winter iReady Math Diagnostic</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
--	--	--	--	---

			<p>58% of students will be on grade level at the spring benchmark period as measured by the EOY iReady Math Diagnostic</p> <p>Decrease the ELA achievement gap by 3%</p> <p>Decrease the math achievement gap by 2%</p>	
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>505 incoming 6th graders projected to attend MMS from 5 feeder schools</p> <p>554 current 8th graders to be promoted to high school</p>	<ul style="list-style-type: none"> • 5th-grade students visit in January for a campus orientation and parent night • Becoming a Blazer summer transition program for incoming 6th graders to experience a day in the life of a middle schoolers • Students in Action (SIA) from Mililani High School visit each quarter to present on high school life to current 8th graders, as well as address questions and concerns • 8th grade students visit to MHS at registration time and parent night <p>(MLSP #6 - Support)</p> <p>Accountable Lead: Curriculum Coordinator</p>	<p>100% of leadership students and Student Council facilitate elementary to middle transition activities</p> <p>100% of 8th graders participate in SIA presentations</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>82% of students with regular attendance in SY 23-24 (Strive HI)</p> <p>25.92% of students are chronically absent (SY23-24)</p>	<ul style="list-style-type: none"> • "Making Connections" <ul style="list-style-type: none"> ◦ Embed school vision into learning ◦ Panorama sense of belonging ◦ Offer HIP for students to make connections to others outside the classroom • Incorporate SEL into lessons <ul style="list-style-type: none"> ◦ Advisory lessons to be provided by counselors (Character Counts) <p>(MLSP #2 - Org)</p> <p>Accountable Lead: Counseling DH</p>	<p>90% of students will attend school regularly.</p> <p>Chronic absenteeism will decrease by 5%</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>64% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY23-24.</p> <p>SY 23-24 reported 220 Class A & B incidents</p>	<ul style="list-style-type: none"> • Positive Behavior Interventions and Supports (PBIS) <ul style="list-style-type: none"> ◦ Blazer Tags • Implement programs and strategies <ul style="list-style-type: none"> ◦ Character Counts (Advisory) ◦ Middle Level Characteristics (AMLE: <i>The Successful Middle School: This We Believe</i>) • Incorporate student voice and choice <ul style="list-style-type: none"> ◦ Student Council ◦ Student Leadership (Blazer Beat) ◦ Classroom opportunities <p>(MLSP #1 - Know; MLSP # 2 - Org)</p> <p>Accountable Lead: Counseling DH</p>	<p>62% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period</p> <p>65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period</p> <p>70% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 25-26.</p> <p>Class A & B offenses will decrease by 5%</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
--	---	--	---	---

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>60% of students with a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 24-25.</p>	<ul style="list-style-type: none"> ● Incorporate Nā Hopena A'o through the Middle Level Essential Attributes programs and strategies <ul style="list-style-type: none"> ○ Character Counts ○ Middle School Philosophy Characteristics (AMLE: <i>The Successful Middle School: This We Believe</i>) <ul style="list-style-type: none"> Belonging = Responsive Responsibility = Empowering Excellence = Challenging Aloha = Engaging Total Well-being = Equitable Hawaii = Responsive <p>(MLSP #1 - Know; MLSP #2 - Org)</p> <p>Accountable Lead: SS DH</p>	<p>62% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period</p> <p>65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period</p> <p>70% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 25-26.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Roughly 800 (about 48%) students participate in HIP</p> <p>100% of students receive their 1st or 2nd choice in an elective course</p>	<ul style="list-style-type: none"> ● Offer and support after-school High-Interest Programs (HIP) with the REACH Grant to engage students in a variety of opportunities ● Offer elective classes <ul style="list-style-type: none"> ○ Music, Art, Hawaiian Studies, Physical Education, Technology Applications, and Agricultural Technology ● STEM and Family Consumer Science classes ● Wheel classes provide career, community, and civic opportunities ● Provide opportunities for students to attend activities such as STEAM night and career day ● Incorporate Durable Skills (IC³) <p>(MLSP #3 - CIA)</p> <p>Accountable Lead: STEM DH</p>	<p>At least 50% of the student body will participate in HIP programs</p> <p>100% of students receive their 1st or 2nd choice in an elective course</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: Reach, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>88% of identified MMS teachers partnered with MHS in CTE.</p> <p>64.3% of 8th graders are proficient on the ELA SBA (SY23-24)</p> <p>96.9% on-time promotion rate from 8th to 9th SY23-24</p>	<ul style="list-style-type: none"> • Career Technical Education (CTE) partnership with Mililani High School to align MMS classes to MHS CTE pathways • ELA vertical alignment meetings with MHS (<i>Into Literature</i> curriculum) <p>(MLSP #3 - CIA)</p> <p>Accountable Lead: Curriculum Coordinators</p>	<p>100% of identified MMS teachers will partner with MHS in CTE.]</p> <p>68% of 8th graders are proficient on the ELA SBA</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



Priority 2

High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>A knowledgeable faculty and staff prepared and committed to middle-level learners' intellectual and developmental needs and characteristics.</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>81.1% of classes are taught by HQ teachers</p> <p>100% of new teachers receive I&M support</p> <p>Achievement Gap: ELA: 38% Math: 34%</p>	<ul style="list-style-type: none"> • Provide professional development for faculty and staff related to Middle Level best practices and RTI-A & RTI-B strategies (WASC Critical Area for follow-up #2) • NHQ teachers will take necessary steps to become HQ • Provide mentoring for beginning teachers through observations, feedback sessions, and opportunities for collaborative planning • Mentor teachers will participate in district professional development to enhance their mentoring skills. • All departments will work towards curricular coherence in pacing guides, common assessments, syllabi, and grading practices (WASC Critical Area for follow-up #1) 	<p>100% of classes are taught by HQ teachers</p> <p>100% of new teachers will receive I&M support</p> <p>Decrease the achievement gap by 10% ELA: 28% Math: 24%</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

		(MLSP #1 - Know) Accountable Lead: Curriculum Coordinators		
--	--	---	--	--



Priority 3

Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>68.9% positive responses by Parents on SQS (Engagement)</p>	<ul style="list-style-type: none"> • Hold monthly School Community Council (SCC) meetings • Hold at least two SCC community meetings • Elect SSC Board members at the start of the school year following SCC bylaws <p>Accountable Lead: Physical Education DH</p>	<p>75% positive responses by Parents on SQS (Engagement)</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </p>

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	68.9% positive responses by Parents on SQS (Engagement)	<ul style="list-style-type: none"> Hold Quarterly Principal Coffee Hours to inform parents of school updates, invite guest speakers to present topics, and provide an opportunity for parents to ask questions. Hold monthly Parent Teacher Student Organization (PTSO) meetings <p>Accountable Lead: Art DH</p>	75% positive responses by Parents on SQS (Engagement)	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
Not applicable.	Not applicable.	Not applicable.	Not applicable.	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

APPENDIX A: SCHOOL BELL SCHEDULE

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


This section showcases Mililani 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)*

1080 student hours

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

No.

Bell Schedule:  Mililani Middle Bell Schedule