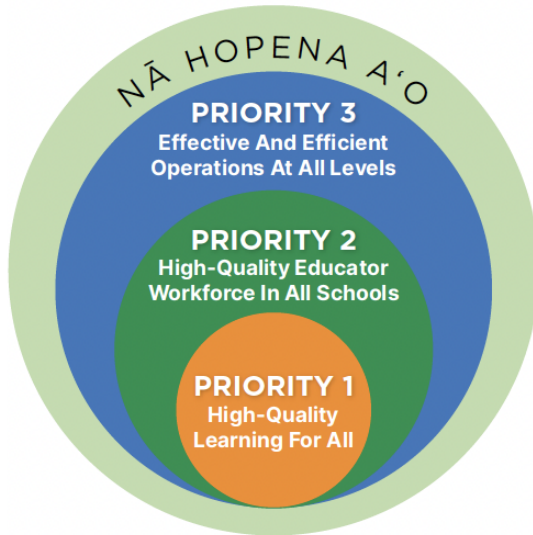


Mililani Middle Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Shannon Tamashiro	
[Insert signature] <i>Shannon Tamashiro</i> Shannon Tamashiro (Apr 15, 2026 11:04:00 HST)	Date 04/15/2026

Approved by Complex Area Superintendent: Ernest Muh	
[Insert signature] <i>Ernest Muh</i>	Date 04/13/2026

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
6th Grade	HMH Into Literature	Ready Classroom Math	Open Sci Ed	Teacher Created
7th Grade	HMH Into Literature	Ready Classroom Math	Teacher Created	Teacher Created
8th Grade	HMH Into Literature	Ready Classroom Math	Teacher Created	Teacher Created
		Pearson Beginning Algebra, Ed. 13 (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
6th Grade		Delta Math Generation Genius	Generation Genius	
7th Grade		Delta Math Generation Genius	Generation Genius	Moana Akea
8th Grade		Delta Math Generation Genius	Generation Genius	

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
6th Grade	I-Ready ▾	I-Ready ▾
7th Grade	I-Ready ▾	I-Ready ▾
8th Grade	I-Ready ▾	I-Ready ▾
	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: 2024

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027

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

Year of Next Self-Study:

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 (SY 24-25)	All Students	SPED	ELL	Disadvantaged
ELA	68%	17%	13.7%	46.6%
Math	57%	13.7%	20%	38.4%
Science	59%	13.6%	0%	35.5%

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 assessment

- Lack of Common Standards-Based Grading Practices
- 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 (SY 24-25)	SPED	ELL	Disadvantaged
84.6%	70%	77.4%	73%

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	2022-2023	2023-2024	2024-2025
Students	55%	56%	58%
Teachers	69%	64%	57%
Staff	63%	80%	78%

Root/Contributing Cause: Lack of connection to one or more supportive adult/s and or peers on campus

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)

	2022-2023	2023-2024	2024-2025
ELA	16.4%	14.3%	17%
Math	13.8%	10.6%	13.7%
Science	19.6%	12.2%	13.6%

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Math, and Science

2 **Targeted Subgroup:** English Language Learners

	2022-2023	2023-2024	2024-2025
ELA	25.6%	22.5%	13.7%
Math	20.5%	17.5%	20%
Science	15.3%	26.6%	0%

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Math, and Science

3 **Targeted Subgroup:** Socioeconomically Disadvantaged

	2022-2023	2023-2024	2024-2025
ELA	52.2%	42.2%	46.6%
Math	31.8%	28.5%	38.4%

	Science	41.7%	35.9%	35.5%
	Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Math, and Science			



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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	☐ 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.	56% of students were proficient in mathematics as measured by the SBA Math Summative in Spring 2025. % 2032: 70% % 2031: 64% % 2030: 54% % 2029: 51% 54% of students were on grade level during the winter benchmark period (Nov 2025-Jan 2026) as measured by the iReady Winter Diagnostic. % 2032: 63% % 2031: 53% % 2030: 46%	<u>MMS Curriculum Coherence:</u> (WASC Recommendation #1: Continue commitment to Data Teams Process) Viable Curriculum ☐ All teachers use Ready Math curriculum - Components: unit assessments Instructional Strategies ☐ NTC supported instructional alignment - Engage students in small group discussion - Teacher questioning - Collaborative problem solving - Communication of math ideas ☐ Checking for understanding Learning Teams ☐ Refine pacing guides (e.g. diary mapping) ☐ Cohesive curriculum maps ☐ Consistent data cycles ☐ Refine common assessments Assessment Practices ☐ Universal assessments: iReady Inform (3 times per year), SBA ICA, SBA Summative ☐ Establish consistent item and error analysis practices ☐ Establish a data chat protocol <u>MMS Response to Intervention</u> (WASC Recommendation #2: implementation of Multi-Tiered Systems of Support (MTSS) model) ☐ Double intervention periods ☐ Utilization of diagnostic/assessment data (e.g. action plans and timelines) (MLSP #3 - CIA)	<u>SY 26-27 Targets</u> 59% of all students will be Level 3 or above on the SBA Math Summative in Spring 2027: % 2033: TBD % 2032: 65% % 2031: 55% 56% of students will be on grade level at the winter benchmark period as measured by the winter iReady Diagnostic % 2033: 63% % 2032: 50% % 2031: 55%	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Accountable Lead: Math DH		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	SBA Spring 2025 (All students) ELA 68% Math 57% HSA-Science 2025 8th grade 59% iReady Spring 2025 (All students) Reading 68% Math 61% iReady Winter 2025 (All students) Reading 53% Math 54%	Develop curricular coherence horizontally and vertically (WASC Critical Area for follow-up #1) ☐ Refine priority standards based on the National and State Standards ☐ Implement a reading fluency screener ☐ Refine pacing guides and common assessments ☐ Administer the universal screener (iReady Inform 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) Implement Standards-Based School-Wide Grading Practices (MLSP #3 - CIA; MLSP #6 - Support) Accountable Lead: SpEd DH & Counseling DH	70% of students will be proficient as measured by the ELA SBA 55% of students will be on grade level at the winter benchmark period as measured by the winter iReady Reading Diagnostic 70% of students will be on grade level at the spring benchmark period as measured the EOY iReady Reading Diagnostic 59% of students will be proficient as measured by the Math SBA 56% of students will be on grade level at the winter benchmark period as measured by the winter iReady Math Diagnostic Decrease the ELA achievement gap by 3%	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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			Decrease the math achievement gap by 3%	
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>	452 incoming 6th graders projected to attend MMS from 5 feeder schools 508 of 511 current 8th graders to be promoted to high school	☐ 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 (MLSP #6 - Support) Accountable Lead: Curriculum Coordinator	100% of leadership students and Student Council facilitate elementary to middle transition activities 100% of 8th graders participate in SIA presentations	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.6 70% of students will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment.	68.1% of students in grades 6-8 were at Level 3 or above in ELA on SBA SY24-25 Grade 6: 69.1% Grade 7: 61.6% Grade 8: 73.3% iReady EOY Spring 2025 (All students Reading 62%) Grade 6: 63% Grade 7: 55% Grade 8: 64%	<u>MMS Curriculum Coherence:</u> (WASC Recommendation #1: Continue commitment to Data Teams Process) Viable Curriculum ☐ All teachers use HMH - Into Literature curriculum Instructional Strategies ☐ Professional Development on Science of Reading to support struggling/nonfluent readers ☐ Focused vocabulary/word learning strategies embedded into teaching practices ☐ Establish standard operating procedures for implementing interventions Learning Teams ☐ Refine pacing guides (e.g. diary mapping) ☐ Cohesive curriculum maps ☐ Consistent data cycles ☐ Refine common assessments Assessment Practices ☐ Universal Assessments: iReady Inform, ICA, Summatives - Identify and implement baseline assessments to establish a second data point to iReady data. (i.e., phonics baseline assessment to confirm low iReady scores and identify accurate interventions) ☐ Establish a data chat protocol <u>MMS Response to Intervention</u> (WASC Recommendation #2: implementation of Multi-Tiered Systems of Support (MTSS) model) ☐ Double intervention periods ☐ Utilization of diagnostic/assessment data (e.g. action plans and timelines)	70% of students will be proficient as measured by the ELA SBA 55% of students will be on grade level at the winter benchmark period as measured by the winter iReady Reading Diagnostic 70% of students will be on grade level at the spring benchmark period as measured the EOY iReady Reading Diagnostic Decrease the ELA achievement gap by 3%	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		(MLSP #3 - CIA)		
		Accountable Lead: ELA DH		

1.1.7 60% of students will be proficient in Science on the Hawaii State Assessment	59% of 8th-grade students were proficient in Science on the Hawaii State Assessment in SY 24-25	<u>MMS Curriculum Coherence:</u> (WASC Recommendation #1: Continue commitment to Data Teams Process) Viable Curriculum ☐ Implementation of viable curriculum, Open Sci Ed, with vertical alignment for 6-8 ○ Open Sci Ed roll out for grade 6 SY26-27 ○ Grade 7 SY 27-28 ○ Grade 8 SY 28-29 Instructional Strategies ☐ Instructional alignment - Engage students in group discussion using Anchoring Phenomena - Teacher questioning incorporating driving questions boards - Communication of thinking/ideas - Checking for understanding Learning Teams ☐ Refine pacing guides (e.g. diary mapping) - Ensure performance expectations are directly aligned to DCI, SEP, and CCC. ☐ Cohesive curriculum maps ☐ Consistent data cycles ☐ Refine common assessments Assessment Practices ☐ Create collaborative common assessments using Inner Orbit ☐ Establish a data chat protocol <u>MMS Response to Intervention</u> (WASC Recommendation #2: implementation of Multi-Tiered Systems of Support (MTSS) model) ☐ Double intervention periods	70% of students will meet or exceed proficiency on grade-level common assessments in science	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		☐ Utilization of diagnostic/assessment data (e.g. action plans and timelines) (MLSP #3 - CIA) Accountable Lead: Science DH		
All students learning English will be on-track to English language proficiency	14.71% of students on-track to English language proficiency in SY 24-25	Develop and/or refine Individualized Plans for all EL identified students (J) (MLSP #6 - Support) Accountable Lead: EL Coordinator	48% of ELL students will increase their universal screening scores	☐ 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 <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>	85% of students with regular attendance in SY 24-25 (Strive HI) 15% of students are chronically absent (SY 24-25)	• "Making Connections" ○ 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 ○ Advisory lessons to be provided by counselors and implemented schoolwide • Perfect Attendance quarterly recognition (MLSP #2 - Org) Accountable Lead: Counseling DH	87% of students will attend school regularly. Chronic absenteeism will decrease by 2%	☒ 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>	63% of students with a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 25-26. 61% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period. 62.1% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 24-25. SY 24-25 reported 188 Class A & B incidents	• Positive Behavior Interventions and Supports (PBIS) ◦ Blazers with Character Lunch Raffle ◦ 4.0 quarterly recognition • Implement programs and strategies ◦ Character Counts (Advisory) ◦ Middle Level Characteristics (AMLE: <i>The Successful Middle School: This We Believe</i>) ◦ Blazer Awards Night • Incorporate student voice and choice ◦ Student Council ◦ Student Leadership (Blazer Beat) ◦ Classroom opportunities (MLSP #1 - Know; MLSP # 2 - Org) Accountable Lead: Counseling DH	63% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period 65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period 64% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 26-27. Class A & B offenses will decrease by 5 %	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	63% of students with a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 25-26. 61% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period. 62.1% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 24-25. SY 24-25 reported 188 Class A & B incidents	● Incorporate Nā Hopena A'o through the Middle Level Essential Attributes programs and strategies ○ Character Counts ○ Middle School Philosophy Characteristics (AMLE: <i>The Successful Middle School: This We Believe</i>) - Belonging = Responsive - Responsibility = Empowering - Excellence = Challenging - Aloha = Engaging - Total Well-being = Equitable - Hawaii = Responsive (MLSP #1 - Know; MLSP #2 - Org) Accountable Lead: SS DH	61% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period 65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period 64% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 26-27.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Roughly 34% of students participate in HIP 100% of students receive their 1st or 2nd choice in an elective course	• Offer and support after-school High-Interest Programs (HIP) with the REACH Grant to engage students in a variety of opportunities • Offer elective classes ◦ 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) (MLSP #3 - CIA) Accountable Lead: STEM DH	At least 40% of the student body will participate in HIP programs 100% of students receive their 1st or 2nd choice in an elective course	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Reach, \$ ☐ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	100% of identified MMS teachers partnered with MHS in CTE. 99% on-time promotion rate from 8th to 9th SY 24-25	- Career Technical Education (CTE) partnership with Mililani High School to align MMS classes to MHS CTE pathways - Refine Tech Ed offerings to align with the various HS Pathways (MLSP #3 - CIA) Accountable Lead: Curriculum Coordinators	100% of identified MMS teachers will partner with MHS in CTE. 100% on-time promotion rate from 8th to 9th SY 25-26	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.3.3. All students graduate high school with a personal plan for their future.	Not applicable.	Not applicable.	Not applicable.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
[Insert school specific desired outcome / student learning target] (To add additional desired outcomes, duplicate this row)	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ 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>
A knowledgeable faculty and staff prepared and committed to middle-level learners' intellectual and developmental needs and characteristics. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	88.63% of classes are taught by HQ teachers 100% of new teachers in their first three years of teaching receive I&M support Achievement Gap: ELA: 40% Math: 32%	- 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 maintain curricular coherence in pacing guides, common assessments, syllabi, and grading practices - Thinking Maps will be a part of every teacher's instructional practices. (WASC Critical Area for follow-up #1) (MLSP #1 - Know)	100% of classes are taught by HQ teachers 100% of new teachers will receive I&M support Decrease the achievement gap by 3% ELA: 37% Math: 29%	☒ 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

		Accountable Lead: Curriculum Coordinators		
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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>	69% positive responses by Parents on SQS (Engagement)	• 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 Accountable Lead: Physical Education DH	70% positive responses by Parents on SQS (Engagement)	☐ 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>
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>	69% positive responses by Parents on SQS (Engagement)	- 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 Accountable Lead: Art DH	70% positive responses by Parents on SQS (Engagement)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ 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>	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>
Not applicable.	Not applicable.	Not applicable.	Not applicable.	☐ 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.

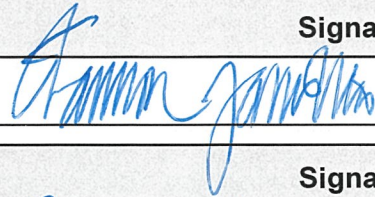
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Mililani 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 **Dec 3, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 14, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Academic and Financial Plans shared at staff and faculty meeting on April 8, 2026
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 14, 2026**

Attested:

Mililani Middle Principal	Signature	Date
Shannon Tamashiro		Apr 14, 2026
SCC Chairperson	Signature	Date
Anthony Gaston		Apr 14, 2026

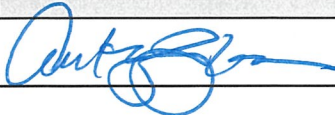
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Anthony Gaston		Apr 14, 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080 student hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement
Mililani Middle Bell Schedule: Mililani Middle Bell Schedule	