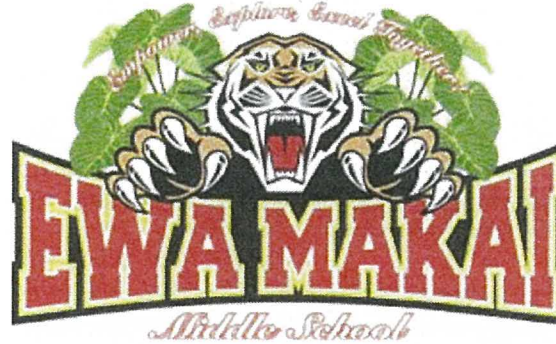# Three-Year Academic Plan
2017-2020

EWA MAKAI MIDDLE SCHOOL

91-6291 Kapolei Parkway

Ewa Beach, Hawaii 96706

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Submitted by Kim Sanders   Date 3/15/2019

Approved by CAS Tajima   Date

MAY 17 2019

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Where are we now?	
Prioritize school's needs	**Need Core Curriculum/Improved Student Success:** 1. ELA: The students will improve in their critical thinking and writing. 2. Math: The students will be able to improve their basic number sense and fluency. 3. Science: The students will be able to engage in Science Practices.(Asking questions (for science) and defining problems (for engineering), developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations (for science) and designing solutions (for engineering), engaging in argument from evidence, obtaining, evaluating, and communicating information 4. Social Studies: The students will increase their proficiency in the skills of reading non-fiction, content discussion, focused note taking, diagramming critical thinking, and writing bibliographic citation in increments of 5-10% **Improved Student Success** 1. **Visible Learning:** Teachers will use the Impact Cycle to reflect on the effect size of specific learning activities. Students will use Learning Intentions and Success Criteria to help them guide their learning. 2. **RTI:** Improve schoolwide system for identifying students needing interventions, implementing interventions with fidelity, and monitoring student progress within the RTI Tiers. 3. **SEL (Social/Emotional Learning):** Improve student social and emotional well being at EMMS by focusing on mindfulness, PBIS, restorative practices, and the middle school philosophy. 4. **AVID:** AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
	Addressing Equity: Sub Group Identification
	In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs. • SPED inclusion rate. Percentage of students who receive special education services and are in the regular classroom 80^ of their time.

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
ART	Kim Sanders
CCSS	Joshua Ching, ELA Joy Nekomoto, Math
RTI	Shannon Kam
Social Emotional Learning (SEL)	Shannon Kam
AVID	Leeann Manuel
Induction Mentoring	Leeann Manuel
Visible Learning	Christine Routon
EES	Larisa Gadach
STEM/PLTW	Christine Routon

Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

☐ *Objective 1: Empowered -* *All students are empowered in their learning to set and achieve their aspirations for the future.*

☐ *Objective 2: Whole Child -* *All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*

☐ *Objective 3: Well Rounded -* *All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*

☐ *Objective 4: Prepared and Resilient -* *All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	Rationale:
By the end of 2022, EMMS will • Reduce its chronic absenteeism to 8% • Reduce the suspension rate to 20. • Increase the ELA proficiency score to 60% • Decrease the ELA gap rate to 18% • Increase the Math proficiency score to 45% • Decrease the Math gap rate to 22. • Science proficiency score with be at 30% • Increase the SPED inclusion rate to 30% • Increase the student perception data (students reporting favorable school climate as measured by the Tripod survey) to 85%.	• Reducing chronic absenteeism, addresses the correlation between excessive absenteeism and poor academic performance. • Reducing the suspension rate improves the correlation between a school's increased suspension rates and lower academic performance. • When students are able to master foundational skills and concepts as a component of an effective, comprehensive ELA program, the outcome is developing proficient readers with the capacity to comprehend texts across a range of disciplines • Increasing math proficiency and decreasing the math gap rate is essential for mastering basic skills necessary to advance in math, which research shows correlate to post-secondary success. • Improving science proficiency helps empower students to become scientifically literate citizens. • Increasing the inclusion rate provides support for special education students while allowing them to remain in the least restrictive environment. Provides increased social initiations and peer role models for academic and behavioral skills.

	• Increasing the student perception data creates a more favorable learning climate to address both academic and social-emotional learning needs.

Planning					Interim Measures of Progress
Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Funding	Define the relevant data used to regularly assess and monitor progress.
By the end of 2019-20, EMMS will : **RTI : Improve student success by providing students with appropriate interventions through effective implementation of an RTI support system.** By the end of 2019-20, EMMS will: • EMMS will reduce it's chronic absenteeism rate from 11% to 10% • Reduce the suspension rate from 34 to 30. • A 10% decrease in Ds and Fs for core classes. • Increase the student perception data	• Design and Implement a comprehensive schoolwide RTI system identifying students and providing services for all three Tiers. • Identify an RTI Coordinator tasked with supervising all Tier I, II, and III supports • Provide teachers with an RTI handbook and training to understand the components of this handbook. • Create an RTI PST (problem solving team)	2019-20	Shannon Kam	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• STAR Universal Screener • Achieve 3000 data • Common formative and summative assessment data • SBA scores • HSA scores • Classroom observations • Grade Level Team Minutes • LDS Data • School Attendance Reports • Counselor Logs • RTI Coordinator Logs and Reports

(students reporting favorable school climate as measured by the Tripod survey) from 77% to 79%.					
Visible Learning **Complex Goal-**By the end of (SY 2019-2020) 80% of students will be able to articulate clearly and specifically as measured by school walkthrough data: • What are they learning • Why are they learning it • What success looks like • What their next steps are	• Teachers will continue using Learning Intentions and Success Criteria (LISC) • Teachers will continue using the Visible Learning Impact Cycle or similar continuous improvement model to refine teaching practices • Teachers will work on feedback models and levels	2019-2020	Christine Routon	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Walkthrough data • Student LISC survey results
AVID **By the end of 2019-20 Ewa Makai students will:** • **Use a variety of critical reading strategies in all their classes.** • **Use tutorials/CSGs to help them effectively problem**	• Teachers will implement the critical reading strategy that best fits their class. • Use focused note taking strategies • AVID will continue to employ the appropriate		Leeann Manuel	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Focused Note Taking Summaries • CERs (Science) • CRs (Math) • Marking the Text (English) • Step up to Writing Strategies • Interacting with the Text (Social Studies) • Tutorials/CSG Form

solve with their peers.	number of tutors to allow tutorials to be run effectively so that AVID students can then be used as tutors in other classes.				
SEL By the end of 2019-20, EMMS will: • EMMS will reduce it's chronic absenteeism rate from 11% to 10% • Reduce the suspension rate from 34 to 30. • A 10% decrease in Ds and Fs for core classes. • Increase the student perception data (students reporting favorable school climate as measured by the Tripod survey) from 77% to 79%.	• Incorporate SEL strategies within the school day. • Focus advisory time on improving the social and emotional learning of students. • Support and enhance school practices, counseling, and research-based experiences that focus on middle school philosophy, Whole Child, and SEL. • Develop activities to build positive relationships and improve school climate/culture. • Identify students who are chronically absent and provide interventions. • Provide ASCA training to counselors with the framework for a comprehensive, data-driven school counseling program.		Shannon Kam	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Tripod Survey • LDS Data • ECSSS • Counselor Logs
ELA	• Create a monitoring plan for improving ELA		Joshua Ching	WSF ☐ Title I	• Data from classroom assessments, both formative and summative.

By the end of 2019-20, EMMS will increase ELA proficiency will increase from 62% to 65% And decrease the ELA gap rate from 26 to 24	proficiency. • EMMS teachers will incorporate writing strategies using best practices. • Complete a differentiated assessment for all units. • Teachers will focus on offering regular, descriptive feedback directing attention to the intended learning for all formative assessments.			☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• SBA scores • Success criteria and learning targets
MATH By the end of 2019-20, EMMS will increase Math proficiency will increase from 41% to 45% And decrease the Math gap rate from 24 to 22	• Use data from the Constructed Responses and Assessments to calibrate and change strategies • Use RTI Tier 1 strategies such as QTIPs, focused note taking, and teacher determined success criteria to allow students to monitor their progress towards attaining the math standards.		**Joy Nekomoto**		• Data from common assessments to show progress from baseline scores. • Teachers developed and utilize success criteria to allow students to self monitor progress in attaining the math standards.
Science	• Teachers will develop and share success criteria aligned to NGSS.		**Ihilani Szmodis**	WSF ☐ Title I ☐ Title II ☐ Title III	• Common Assessments (Summative) • CER scores • Student reflections & goal setting

Due to the new NGSS test in SY 2019-20, EMMS will science proficiency rate will be 20%.	• Fully implement NGSS standards. • Teach students to self-assess, justify, and set goals based on their formative assessment data.			☐ IDEA ☐ Homeless ☐ CTE DoDEA Grant	•
Social Studies By the end of 2019-20, EMMS students will increase their proficiency in the skills of reading non-fiction, content discussion, focused note taking, diagramming critical thinking, and writing bibliographic citation in increments of 5-10%	• Increase student reading comprehension in non-fiction by implementing Achieve 3000 in 60% of all SS classes • Implement student discussion strategies once a semester in 80% of all SS classes • Implement Focused Note Taking with an emphasis on writing questions and taking accurate notes once a quarter in 80% of all SS classes • Implement Thinking Maps once a semester in 70% of all SS classes • Teach and assess bibliographic citation skills once a year in 80% of all SS classes		**Chelsey Silva**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Achieve Lexile data • Student discussion assignment data • Focused Note Taking student work • Thinking Maps: formative/summative • Bibliographic citation: summatives
STEM and PLTW *Draft*	• Designate meeting time for STEM/PLTW teachers and support staff	**2019-2020**	**Christine Routon**	WSF ☐ Title I ☐ Title II	Department minutes Student Interest Surveys (electives) STEM/PLTW enrollment

STEM and PLTW teachers will test program effectiveness measures identified in 2018-2019 school year. *Continue to provide classes that prepare students for PLTW Pathways (Engineering, Biomedical Science, Computer Science)*	• Discuss complex goals for STEM and EMMS alignment with goals • Provide professional development for PLTW			☐ Title III ☐ IDEA ☐ Homeless ☐ CTE **DoDEA Grant**	
SPED By the end of 2019-20, EMMS will increase the rate of students receiving special education services enrolled 80% or more of the time in general education from 59% to 65%	• Provide professional development and support to implement research and evidence-based instructional practices, including differentiated instruction and assessment, specific to IDEA students. • Refine monitoring system of the inclusionary setting focusing on individual student performance.		Joshua Klaassen	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	
<mark>2020-21</mark>					
By the end of 2020-21 EMMS will : **RTI : Improve student success by providing students with**	• Evaluate and refine the comprehensive schoolwide RTI system identifying students and providing services	2020-21	Shannon Kam	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless	• STAR Universal Screener • Achieve 3000 data • Common formative and summative assessment data • SBA scores • HSA scores • Classroom observations

appropriate interventions through effective implementation of an RTI support system. By the end of 2020-21, EMMS will: • EMMS will reduce it's chronic absenteeism rate from 10% to 9% • Reduce the suspension rate from 30 to 25. • A 10% decrease in Ds and Fs for all core classes. • Increase the student perception data (students reporting favorable school climate as measured by the Tripod survey) from 79% to 82%. .	for all three Tiers. • Evaluate and refine TIER I implementation. • Focus on TIER II interventions.			☐ CTE ☐ Other ☐ N/A	• Grade Level Team Minutes • LDS Data • School Attendance Reports • Counselor Logs • RTI Coordinator Logs and Reports
Visible Learning **By the end of 2020-2021 Ewa Makai** • Teachers will continue to refine Visible Learning strategies and processes • Students will practice giving feedback to themselves and to peers in order to guide	• Focus team will administer student surveys. • Focus team will collect student voice through walkthrough. • Focus team will evaluate student data (survey and walkthrough) and use	**2020-2021**	**Christine Routon**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	

their progress and improve student performance. • Students will have multiple opportunities to work with LISC (Learning Intentions and Success Criteria) in order to improve their performance	data to inform professional development. • Designate department time for teachers to share findings from Impact Cycle. • Focus team will continue working with Corwin consultant and Visible Learning Complex resources to provide professional development. • Focus team will begin creating protocol for peer walkthrough.				
AVID **By the end of 2020-21 Ewa Makai students will:** • **Use a variety of critical reading strategies in all their classes.** • **Use tutorials/CSGs to help them effectively problem solve with their peers.** **By the end of the number of AVID students enrolled in the AVID elective class with increase, therefore increasing the amount of classes.**	• Teachers will implement the critical reading strategy that best fits their class. • Use focused note taking strategies • AVID will continue to employ the appropriate number of tutors to allow tutorials to be run effectively so that AVID students can then be used as tutors in other classes.		Leeann Manuel	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Focused Note Taking Summaries • CERs (Science) • CRs (Math) • Marking the Text (English) • Step up to Writing Strategies • Interacting with the Text (Social Studies) • Tutorials/CSG Form • AVID Elective class rosters • Recruitment Process timeline • Recruitment materials
SEL By the end of 2020-21, EMMS will:	• Incorporate SEL strategies within the school day.	2020-21	Shannon Kam	WSF ☐ Title I	• Tripod Survey • LDS Data • ECSSS

• EMMS will reduce it's chronic absenteeism rate from 10% to 9% • Reduce the suspension rate from 30 to 25. • Increase the student perception data (students reporting favorable school climate as measured by the Tripod survey) from 79% to 82%.	• Focus advisory time on improving the social and emotional learning of students. • Support and enhance school practices, counseling, and research-based experiences that focus on middle school philosophy, Whole Child, and SEL. • Develop activities to build positive relationships and improve school climate/culture. • Identify students who are chronically absent and provide interventions. • Provide ASCA training to counselors with the framework for a comprehensive, data-driven school counseling program.			☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Counselor Logs
ELA By the end of 2019-20, EMMS will increase ELA proficiency will increase from 65% to 68% And decrease the ELA gap rate from 24 to 22	• The ELA Department will continue to implement the CCSS through the utilization of the Springboard Curriculum • The ELA department will utilize the ELL strategies embedded into the new edition of Springboard.		Joshua Ching	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Data from classroom assessments, both formative and summative. • SBA scores • Success criteria and learning targets

	• The ELA department will utilize the Leveled Differentiated Instruction strategies embedded in the new edition of Springboard.				
MATH By the end of 2020-21, EMMS will increase Math proficiency will increase from 45% to 49% And decrease the Math gap rate from 22 to 20	• Use data from the Constructed Responses and Assessments to calibrate and change strategies • Use RTI Tier 1 strategies such as QTIPs, focused note taking, and teacher determined success criteria to allow students to monitor their progress towards attaining the math standards. • Use Universal Screeners to identify students in need of RTI		**Joy Nekomoto**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Data from common assessments to show progress from baseline scores. • Teachers developed and utilize success criteria to allow students to self monitor progress in attaining the math standards.
Science EMMS will increase science proficiency to 25%.	• Teachers will develop and share success criteria aligned to NGSS. • Fully implement NGSS standards. • Teach students to self-assess, justify, and set goals based on their formative assessment data.		**Ihilani Szmodis**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Common Assessments (Summative) • CER scores • Student reflections & goal setting

Social Studies By the end of 2020-21, EMMS students will increase their proficiency in the skills of reading non-fiction, content discussion, focused note taking, diagramming critical thinking, and writing bibliographic citation in increments of 5-10%	• Increase student reading comprehension in non-fiction by implementing Achieve 3000 in 70% of all SS classes • Implement student discussion strategies once a semester in 85% of all SS classes • Implement Focused Note Taking with an emphasis on writing questions and taking accurate notes once a quarter in 85% of all SS classes • Implement Thinking Maps once a semester in 80% of all SS classes • Teach and assess bibliographic citation skills once a year in 85% of all SS classes	2020-2021	Chelsey Silva	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Achieve Lexile data • Student discussion assignment data • Focused Note Taking student work • Thinking Maps: formative/summative • Bibliographic citation: summatives
STEM and PLTW *Continue to provide classes that prepare students for PLTW Pathways (Engineering, Aviation, Computer Science)*	• Create scaffolding plan for students who take 3 years of STEM and/or PLTW • Survey incoming students to identify STEM interest areas • Continue professional development in PLTW	2020-2021	Christine Routon	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE **State Grant**	• Enrollment numbers for STEM and PLTW courses • Student interest survey (electives)
SPED	• Provide professional			WSF	

By the end of 2020-21, EMMS will increase the rate of students receiving special education services enrolled 80% or more of the time in general education from 65%-68%.	development and mentoring support to special education teachers, so that they can implement research and evidence-based instructional practices. • Focus on differentiated instruction and assessment, especially in the inclusion environment. • Monitor progress of students with disabilities in the inclusion setting focusing on individual student performance, as measured by common assessments and universal screeners.			☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	
2021-22					
By the end of 2021-22 EMMS will : **RTI : Improve student success by providing students with appropriate interventions through effective implementation of an RTI support system.**	• Evaluate and refine the comprehensive schoolwide RTI system identifying students and providing services for all three Tiers. • Evaluate and refine TIERS I and II implementation. • Focus on TIER III	**2021-22**	**Shannon Kam**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• STAR Universal Screener • Achieve 3000 data • Common formative and summative assessment data • SBA scores • HSA scores • Classroom observations • Grade Level Team Minutes • LDS Data • School Attendance Reports • Counselor Logs • RTI Coordinator Logs and Reports

By the end of 2021-22, EMMS will: • EMMS will reduce it's chronic absenteeism rate from 9% to 8% • Reduce the suspension rate from 25 to 20. • A 10% decrease in Ds and Fs for all core classes. • Increase the student perception data (students reporting favorable school climate as measured by the Tripod survey) from 82% to 85%. .	interventions.				
Visible Learning **By the end of 2021-22 Ewa Makai Middle School** Teachers will continue to refine: • Learning Intentions and Success Criteria • Impact Cycle • Feedback models and levels • Collective Teacher Efficacy through peer walkthrough	• Departments will designate time for teachers to share findings from Impact Cycle. • Focus team will continue to collect data through surveys and walkthrough	2021-2022		WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	Walkthrough data Student survey results
AVID			Leeann Manuel	WSF	

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By the end of 2021-22 Ewa Makai students will: • Use a variety of critical reading strategies in all their classes. • Use tutorials/CSGs to help them effectively problem solve with their peers. By the end of the 2021-22 , the number of AVID students enrolled in the AVID elective class with increase, therefore increasing the amount of classes.	• Teachers will implement the critical reading strategy that best fits their class. • Use focused note taking strategies • AVID will continue to employ the appropriate number of tutors to allow tutorials to be run effectively so that AVID students can then be used as tutors in other classes.			☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Focused Note Taking Summaries • CERs (Science) • CRs (Math) • Marking the Text (English) • Step up to Writing Strategies • Interacting with the Text (Social Studies) • Tutorials/CSG Form • AVID Elective class rosters • Recruitment Process timeline • Recruitment materials
SEL By the end of 2021-22, EMMS will: • EMMS will reduce it's chronic absenteeism rate from 9% to 8% • Reduce the suspension rate from 25 to 20. • Increase the student perception data (students reporting favorable school climate as measured by the Tripod survey) from 82% to 85%.	• Evaluate the effectiveness and refine the ISS SEL components. • Incorporate SEL strategies within the school day. • Focus advisory time on improving the social and emotional learning of students. • Support and enhance school practices, counseling, and research-based experiences that focus on middle school philosophy, Whole Child, and SEL. • Develop activities to build positive relationships and	2021-22	Shannon Kam	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Tripod Survey • LDS Data • ECSSS • Counselor Logs

	improve school climate/culture. • Identify students who are chronically absent and provide interventions. • Provide ASCA training to counselors with the framework for a comprehensive, data-driven school counseling program.				
ELA The ELA SGP in achievement will continue to increase. The percentage of students who meet proficiency for the ELA SBA will continue to increase.	• The ELA department will continue to implement the CCSS through the utilization of SpringBoard. • The ELA department will utilize the differentiation component in the new edition of Springboard to help provide additional support to the ELL and SPED students. • The ELA department will explore ways to embed Visible Learning strategies and find ways to incorporate them into the new edition of SpringBoard			WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Data from classroom assessments, both formative and summative. • SBA scores • Success criteria and learning targets
MATH	• Use data from the Constructed Responses and			WSF ☐ Title I ☐ Title II	• Data from common assessments to show progress from baseline scores.

By the end of 2021-22, EMMS will increase Math proficiency will increase from 49% to 53% And decrease the Math gap rate from 20 to 18	Assessments to calibrate and change strategies • Use RTI Tier 1 and 2 strategies such as QTIPs, focused note taking, and teacher determined success criteria to allow students to monitor their progress towards attaining the math standards. • Revise and refine use of universal screener data to effectively place and instruct math students.			☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Teachers developed and utilize success criteria to allow students to self monitor progress in attaining the math standards.
Science EMMS will increase science proficiency to 35%. (10% DODEA increase)	• Teachers will develop and share success criteria aligned to NGSS. • Fully implement NGSS standards. • Teach students to self-assess, justify, and set goals based on their formative assessment data.			WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Common Assessments (Summative) • CER scores • Student reflections & goal setting
Social Studies By the end of 2021-22, EMMS students will increase their proficiency in the skills of reading non-fiction, content discussion, focused note taking, diagramming critical thinking,	• Increase student reading comprehension in non-fiction by implementing Achieve 3000 in 80% of all SS classes • Implement student discussion strategies	2021-2022		WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• Achieve Lexile data • Student discussion assignment data • Focused Note Taking student work • Thinking Maps: formative/summative • Bibliographic citation: summatives

and writing bibliographic citation in increments of 5-10%	once a semester in 90% of all SS classes • Implement Focused Note Taking with an emphasis on writing questions and taking accurate notes once a quarter in 90% of all SS classes • Implement Thinking Maps once a semester in 90% of all SS classes • Teach and assess bibliographic citation skills once a year in 90% of all SS classes				
STEM/PLTW *Continue to provide classes that prepare students for PLTW Pathways (Engineering, Aviation, Computer Science)*	• Revise scaffolding guide for students who take 3 years of STEM and/or PLTW • Survey incoming students to identify STEM interest areas • Continue professional development in PLTW	2021-2022	Christine Routon	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE **State Grant**	Enrollment in STEM/PLTW classes Student Interest Survey (electives)
SPED By the end of 2021-22, EMMS will increase the rate of students receiving special education services enrolled 80% or more of the time in general education from 68%-70%	• Provide professional development and mentoring support to special education teachers, so that they can implement research and evidence-based instructional practices.			WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	

	• Focus on differentiated instruction and assessment, especially in the inclusion environment. • Monitor progress of students with disabilities in the inclusion setting focusing on individual student performance, as measured by common assessments and universal screeners.				

Goal 2: Staff Success. Ewa Makai Middle School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

☐ *Objective 1: Focused Professional Development- Develop and grow employees to support student success and continuous improvement.*

☐ *Objective 2: Timely Recruitment and Placement- Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*

☐ *Objective 3: Expanded Professional Pipeline- Expand well-qualified pools for all Hawai'i educator positions and expand the number of candidates who are prepared to support Student Success objectives.*

Outcome: By the end of three years,	Rationale:

• **EMMS will increase opportunities for shared leadership and build teacher leadership capacity through the following school level leadership opportunities:**
  1. Operational Leadership Team
  2. Instructional Leadership Team
  3. Visible Learning Focus Group
  4. RTI Focus Group
  5. SEL Focus Group
  6. AVID Focus Group
	• Creating multiple leadership teams provides an opportunity for more teachers to hone their leadership skills and create more individual paths for teacher leadership. Teacher leaders are a key component in spreading school reform and improving the overall quality of education for the students.

• **EMMS will create and implement an effective, personalized professional development plan for each teacher centered on the school's identified focus areas (VL, RTI, SEL, AVID) as well as individual teacher professional goals.**	• Teacher reflection on pedagogy and practices are critical to educational growth. Teachers are encouraged to make a plan and develop professional education opportunities that meet their needs. Two waiver days are provided through our SCC guidance that allows teachers to create and initiate individual growth plans. School focus areas drive school wide initiatives that support student achievement in the classroom through researched best practices.

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
By the end of SY 2019-20, EMMS will: **Instructional Leadership Team** • Refine the vision of what it means to work as a high-functioning ILT • Create a system for reviewing and analyzing school wide data. • Create a system to monitor the effectiveness of school's curriculum, assessment, and instruction. • Develop a system to increase shared leadership opportunities.	• Evaluate the current ILT meeting system and revise areas to increase efficiency. • Implement the components of a DDIC (Data-driven Instructional cycle) • Continually analyze the progress of the 4 focus areas (RTI, SEL, AVID, VL) and how these groups align with ILT goals.	2019-20	Kim Sanders	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• SBA Scores • STRIVE HI data • Universal Screener Data • ABC (attendance, behavior, course marks) Data • Curriculum Maps • Common Assessments

• Create an effective communication system. • Support professional learning for all staff members aligned to the school focus areas. • Model healthy, productive leadership skills in all interactions. • Assess and determine strengths,next steps and plans for teacher improvement.					
By the end of SY 2019-20, EMMS will: **Operational Leadership Team** • Refine the vision of what it means to work as a high-functioning OLT • Create a system for reviewing and analyzing school	• Evaluate the current OLT meeting system and revise areas to increase efficiency. • Implement the components of a DDIC (Data-driven Instructional cycle) • Continually analyze the progress of the 4 focus areas (RTI, SEL, AVID, VL) and		**Kim Sanders**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• School Quality Survey • STRIVE HI Data • LDS data • EMMS SSIR

wide systems and policies. • Develop a system to increase shared leadership opportunities. • Create an effective communication system. • Support professional learning for all staff members aligned to the school focus areas. • Model healthy, productive leadership skills in all interactions. • Assess and determine strengths,next steps and plans for systematic improvement.	how these groups align with OLT goals.				
RTI Focus Group • Increase staff understanding of the RTI process. • Provide teachers with training, strategies, and	• EMMS RTI Handbook • RTI Trainings during SFPT • EMMS teachers will participate in professional	2019-20	**Shannon Kam**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• ECSSS data • LDS Data • Student Grades • STAR Data • SBA Data • VL Data • Classroom

resources focusing on Tier I classroom interventions (both academic and behavioral). • Continue to meet as an RTI focus group to analyze, evaluate, and improve schoolwide RTI implementation.	development to identify the gaps in student learning and address them through differentiated instruction and interventions.			☐ Other ☐ N/A	Observations • Counselor Logs
SEL Focus Group • Improve teacher understanding and implementation of SEL practices. • Continue to meet as an SEL focus group to analyze, evaluate, and improve schoolwide SEL implementation.	• Provide staff with SEL training during SFPT • Incorporate more SEL activities within the curriculum. • Focus advisory pacing guide on SEL principles centered on middle school philosophy	2019-20	Shannon Kam	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Advisory Pacing Guide • Staff PD calendars • Classroom observations
AVID Focus Group • Improve teacher understanding of WICOR Strategies and CSGs in the classroom	• Provide staff with AVID training during SFPT • Incorporate more AVID activities within the curriculum.	2019-2010	Leeann Manuel	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	

• Incorporate WICOR Strategies school wide				☐ N/A	
VIsible Learning Focus Group • New Teacher Indoctrination • Focus on Feedback • Deepen understanding and increase use of VL strategies and processes	• Review and modify Impact Cycle protocol in order to support the needs of the teachers • Use data to create next enabling activities for creating Assessment Capable Learners • Design structured time for professional collaboration and support in Visible Learning strategies and processes • Work with Corwin provider and Visible Learning Complex Resources to create professional development for teachers in Feedback levels and models	2019-20	**Christine Routon**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Indoctrination plan Professional Development agenda and sign in LISC shared Google Folder VLAT shared Google Folder Teacher survey (comfort and usage of VL strategies and processes)
Induction and Mentoring	• TEAM • EES		**Leeann Manuel**	WSF ☐ Title I	

- Provide support for all BT1, BT2, BT3 - Ensure that TEAM quarterly meetings are in place to support reflection and debrief of classroom practices - Provide PD for all TEAM memberes				□ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A	
Individual Teacher Professional Development - By the end of 2019-20, EMMS will provide teachers with two full days to engage in professional development activities of their choosing.	- Individual PD Day Request Proposal (submitted to administration).		**Kim Sanders**	WSF □ Title I □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A Two Waiver Days	
<mark>**2020-21**</mark>					
By the end of SY 2020-21, EMMS will: **Instructional Leadership Team** - Refine system for	- Evaluate the current ILT meeting system and revise areas to increase efficiency.	**2020-21**	**Kim Sanders**	WSF □ Title I □ Title II □ Title III □ IDEA □ Homeless	- SBA Scores - STRIVE HI data - Universal Screener Data - ABC (attendance,

reviewing and analyzing school wide data. • Evaluate the system for monitoring the effectiveness of school's curriculum, assessment, and instruction. • Review the first year of 6th grade. Analyze data for areas of strength and needs. Based on data, revise and refine plan for 2021-22. • Communicate consistently about growth, areas of need, and celebrate successes related to teaching and learning.	• Implement the components of a DDIC (Data-driven Instructional cycle) • Continually analyze the progress of the 4 focus areas (RTI, SEL, AVID, VL) and how these groups align with ILT goals.			☐ CTE ☐ Other ☐ N/A	behavior, course marks) Data • Curriculum Maps • Common Assessments
By the end of SY 2020-21, EMMS will: **Operational Leadership Team** • Refine system for reviewing and analyzing school	• Evaluate the current OLT meeting system and revise areas to increase efficiency. • Implement the components of a		Kim Sanders	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	

wide systems and policies. • Review the first year of 6th grade. Analyze data for areas of strength and needs. Based on data, revise and refine plan for 2021-22. • Communicate consistently about growth, areas of need, and celebrate successes related to school policy and procedure.	DDIC (Data-driven Instructional cycle) • Continually analyze the progress of the 4 focus areas (RTI, SEL, AVID, VL) and how these groups align with OLT goals.			☐ N/A	
RTI Focus Group • Increase staff understanding of the RTI process. • Provide teachers with training, strategies, and resources focusing on Tier I and Tier II classroom interventions (both academic and behavioral). • Continue to meet as an RTI focus group	• EMMS RTI Handbook • RTI Trainings during SFPT • EMMS teachers will participate in professional development to identify the gaps in student learning and address them through differentiated instruction and interventions.	2020-21	Shannon Kam	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• ECSSS data • LDS Data • Student Grades • STAR Data • SBA Data • VL Data • Classroom Observations • Counselor Logs

to analyze, evaluate, and improve schoolwide RTI implementation.					
SEL Focus Group • Improve teacher understanding and implementation of SEL practices. • Incorporate SEL activities schoolwide. • Continue to meet as an SEL focus group to analyze, evaluate, and improve schoolwide SEL implementation.	• Provide staff with SEL training during SFPT • Incorporate more SEL activities within the curriculum. • Review and refine advisory pacing guide SEL principles centered on middle school philosophy	**2020-21**	**Shannon Kam**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Advisory Pacing Guide • Staff PD calendars • Classroom observations

AVID Focus Group • Improve teacher understanding of WICOR Strategies and CSGs in the classroom • Incorporate WICOR Strategies school wide	• Provide staff with AVID training during SFPT • Incorporate more AVID activities within the curriculum.		Leeann Manuel	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	
Visible Learning Focus Group PD Focus-Building an open classroom culture (peer walkthrough) Strengthen understanding of Visible Learning strategies and processes	Work with Corwin and Complex Resources to provide professional development in different feedback models with specific attention to walkthrough protocols.	**2020-21**	Christine Routon		Student survey data Walkthrough data LISC shared Google folder VLAT shared Google folder PD agenda and sign in
Induction and Mentoring • Provide support for all BT1, BT2, BT3 • Ensure that TEAM quarterly meetings are in place to support reflection and debrief of classroom practices • Provide PD for all TEAM members			Leeann Manuel		

2021-22					
By the end of SY 2021-22, EMMS will: **Instructional Leadership Team** • Refine system for reviewing and analyzing school wide data. • Evaluate the system for monitoring the effectiveness of school's curriculum, assessment, and instruction. • Review the first year of 6th grade. Analyze data for areas of strength and needs. Based on data, revise and refine plan. • Communicate consistently about growth, areas of need, and celebrate successes related to teaching and learning. •	• Evaluate the current ILT meeting system and revise areas to increase efficiency. • Implement the components of a DDIC (Data-driven Instructional cycle) • Continually analyze the progress of the 4 focus areas (RTI, SEL, AVID, VL) and how these groups align with ILT goals.	2020-21	**Kim Sanders**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• SBA Scores • STRIVE HI data • Universal Screener Data • ABC (attendance, behavior, course marks) Data • Curriculum Maps • Common Assessments

				Kim Sanders	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• School Quality Survey • STRIVE HI Data • LDS data • EMMS SSIR
By the end of SY 2020-21, EMMS will: **Operational Leadership Team** • Refine system for reviewing and analyzing school wide systems and policies. • Review the first year of 6th grade. Analyze data for areas of strength and needs. Based on data, revise and refine plan for 2021-22. • Communicate consistently about growth, areas of need, and celebrate successes related to school policy and procedure.	• Evaluate the current OLT meeting system and revise areas to increase efficiency. • Implement the components of a DDIC (Data-driven Instructional cycle) • Continually analyze the progress of the 4 focus areas (RTI, SEL, AVID, VL) and how these groups align with OLT goals.					
RTI Focus Group • Increase staff understanding of the RTI process. • Provide teachers with training, strategies, and	• EMMS RTI Handbook • RTI Trainings during SFPT • EMMS teachers will participate in professional	2021-22	**Shannon Kam**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	• ECSSS data • LDS Data • Student Grades • STAR Data • SBA Data • VL Data • Classroom

resources focusing on Tier I, II, and III interventions (both academic and behavioral). • Continue to meet as an RTI focus group to analyze, evaluate, and improve schoolwide RTI implementation.	development to identify the gaps in student learning and address them through differentiated instruction and interventions.			☐ Other ☐ N/A	Observations • Counselor Logs
SEL Focus Group • Improve teacher understanding and implementation of SEL practices. • Incorporate SEL activities schoolwide. • Continue to meet as an SEL focus group to analyze, evaluate, and improve schoolwide SEL implementation.	• Provide staff with SEL training during SFPT • Revise and refine SEL activities within the curriculum. • Review and refine advisory pacing guide's SEL principles centered on middle school philosophy	2022-22	Shannon Kam	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Advisory Pacing Guide • Staff PD calendars • Classroom observations
AVID (Leeann) • Improve teacher understanding of	• Provide staff with AVID training during		Leeann Manuel	WSF ☐ Title I ☐ Title II ☐ Title III	

WICOR Strategies and CSGs in the classroom • Incorporate WICOR Strategies school wide	SFPT • Incorporate more AVID activities within the curriculum.			☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	

Visible Learning Focus Group
 	
• Continue building an open classroom culture (peer walkthrough)
 	
• Strengthen understanding of Visible Learning strategies and processes
 	
    ○ LISC
 	
    ○ Impact Cycle
 	
    ○ Feedback levels and models
 	
    ○ Walkthrough
 	
• Developing learning dispositions and processes
	Work with Corwin Consultant and Complex Resources to provide PD in developing learning dispositions and processes.
	
	Use Department time and SFPT time for collaboration and support (LISC, Impact Cycle, Feedback).
	
	Create protocol for walkthrough.
		2021-22	Christine Routon		Student survey data
					Walkthrough data
					LISC shared Google folder
					VLAT shared Google folder
					PD agenda and sign in

Induction and Mentoring • Provide support for all BT1, BT2, BT3				WSF ☐ Title I Title II ☐ Title III ☐ IDEA	

• Ensure that TEAM quarterly meetings are in place to support reflection and debrief of classroom practices • Provide PD for all TEAM members				☐ Homeless ☐ CTE ☐ Other ☐ N/A	

Goal 3: **Successful Systems of Support.** The system and culture of Ewa Makai Middle School works to effectively organize financial, human, and community resources in support of student success.

☐ *Objective 1:Innovation- Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.*

☐ *Objective 2: Adequate and Expanded Resources- Secure adequate resources to support school and community-based plans for student success.*

☐ *Objective 3: Efficient and Transparent Supports- Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.*

Outcome: By the end of three years,	Rationale:
Foster a culture of innovation in technology to support Student Success and to improve operations through collaboration, time, resources, flexibility, safe space for risk taking and recognition.	• Maintain and updated technology plan for the school that increases network stability, tech sustainability, and integration in the classroom.
Transition of students to EMMS and to the high school through collaboration and communication through vertical articulation with our feeder schools..	• Transition planning through IEP, 504 and EL meetings to address equity for our students. Strengthen culture of continuous improvement to provide efficient transactions and operations through students needs and curriculum.
Improve parent and community communication to promote school involvement and engagement on campus.	• Provide increased opportunities for communication with parents and community. Increase community involvement through volunteer opportunities and events.
Address Middle Level Education through common beliefs and guidance from the Association of Middle Level Educators research.	• Student Success in middle level education focused on advisories, goal setting, relationships, student voice and choice. Collaboration in middle school thinking and beliefs through research-based concepts.

| Support for development, implementation and reporting of schools' Academic/Financial Plan and WASC accreditation process. | Increase involvement of all stakeholders in Academic/Financial Plan and WASC accreditation process and self-study. Address the critical needs areas for a Schoolwide Action Plan from our Mid-Cycle Review: Refine a common understanding amongst all staff about the mission and vision of the school, and a long-term plan for student achievement in order to address effectiveness of programs and initiatives to support all learners such as those in inclusion. The school has identified the four needs areas for streamlined professional development (SEL, AVID, RTI, VL) plan. Continued PD on differentiation and Visible Learning will allow teachers to fully support student learner needs at all levels. Setting clear classroom expectations and supporting the range of student learning needs will hep address the level of student engagement. Levels of student engagement currently varies in the classrooms. Refinement of school's RTI process. There is a desire on the part of the teachers to accommodate all learners. The school would benefit in reflecting on its current RTI structure and the differentiation strategies being implemented at all tiers. |

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
By the end of 2019-22, EMMS will Maintain and updated technology plan for the school that increases network stability, tech sustainability, and integration in the classroom.	Provide technology supports through an addition of a tech coordinator on campus that supports student learning and teacher PD. Provide more tech integration in classroom. Innovation Grant for Aquaponics and automation. Students create coding for automation. DoDEA Science Grant for innovation and NGSS resources	**2019-22**	**Kim Sanders**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A DoDEA Grant Innovative Grant	Go Guardian Google Classroom IC supports TTM Innovation Grant presentations and reflections Science Test increase in HSA

	including technology integration.				
Transition planning through IEP, 504 and EL meetings to address equity for our students. Strengthen culture of continuous improvement to provide efficient transactions and operations through students needs and curriculum.	Build rapport with feeder schools to provide smooth transitions of students to EMMS and up to JCHS. Vertical Articulation with elementary feeder schools and middle/high schools in Campbell Complex. Opening of Takai Transition Center to transition new students to EMMS.	**2019-22**	**Kim Sanders**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	IEP, 504, and EL Transition Meetings School Visits- Orientation K-12 Campbell Complex Quarterly Articulation Meetings EA running Takai Transition Center full time with student leaders Feedback Surveys from new students
Provide increased opportunities for communication with	Continue to support parent and community	**2019-22**	**Kim Sanders**	WSF ☐ Title I ☐ Title II	SCC Minutes Ohana Club Minutes Tiger Fest After Action

| parents and community. Increase community involvement. | involvement through:

• PCNC
• SCC
• Ohana Club
• Tiger Fest
• Principal Coffee Chats
• Parent Meetings
• Parent Walk-Throughs
• Orientations/Open House/ Parent Events
• Volunteer opportunities
• Facebook /Twitter/ Website

Work with community groups and partnerships:

• Blue Zones | | | ☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A | Report
Parent Volunteers Log
Event Sign Ins
Walk Through Feedback
Open House Surveys

Blue Zone Plans and events |

	• PAM Pacific Aviation Museum • McDonalds • Air National Guard			-	PAM Meeting Minutes McFundraiser Flyers Military Contract and Volunteer hours
Student Success in middle level education focused on advisories, goal setting, relationships, student voice and choice. Collaboration in middle school thinking and beliefs through research-based concepts.	Teacher PD on Middle Level Education from AMLE and guides. Advisory for one hour each day for middle level concepts.	**2019-22**	**Kim Sanders**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	HAMLE Events at EMMS Middle Level Planning at Faculty Meetings Student surveys Staff Surveys from AMLE PD and AMLE conference Attendance Pacing Guide for Advisory
Increase involvement of all stakeholders in Academic/Financial Plan and WASC accreditation process and self-study. Address the critical needs areas for a Schoolwide Action Plan from our Mid-Cycle Review:	Focus on Learning Groups Created with all staff for WASC. All Stakeholders involved in Academic Plan and Draft.	**2019-22**	**Kim Sanders**	WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Weekly Department Meetings and Minutes Monthly FOL Group Meetings and Minutes Bi-monthly faculty Meeting Agendas

• Refine a common understanding amongst all staff about the mission and vision of the school, and a long-term plan for student achievement in order to address effectiveness of programs and initiatives to support all learners such as those in inclusion. • The school has identified the four needs areas for streamlined professional development (SEL, AVID, RTI, VL) plan. Continued PD on differentiation and Visible Learning will allow teachers to fully support student learner needs at all levels. Setting clear classroom					Operational and Instructional Leadership Meeting Minutes Quarterly Full Day Focus Group Meetings And Minutes (SEL, AVID, RTI, VL) Weekly Team Meetings And Minutes

expectations and supporting the range of student learning needs will hep address the level of student engagement. Levels of student engagement currently varies in the classrooms. • Refinement of school's RTI process. There is a desire on the part of the teachers to accommodate all learners. The school would benefit in reflecting on its current RTI structure and the differentiation strategies being implemented at all tiers.					