Ewa Makai Middle School Academic Plan
School Year 2023-2024
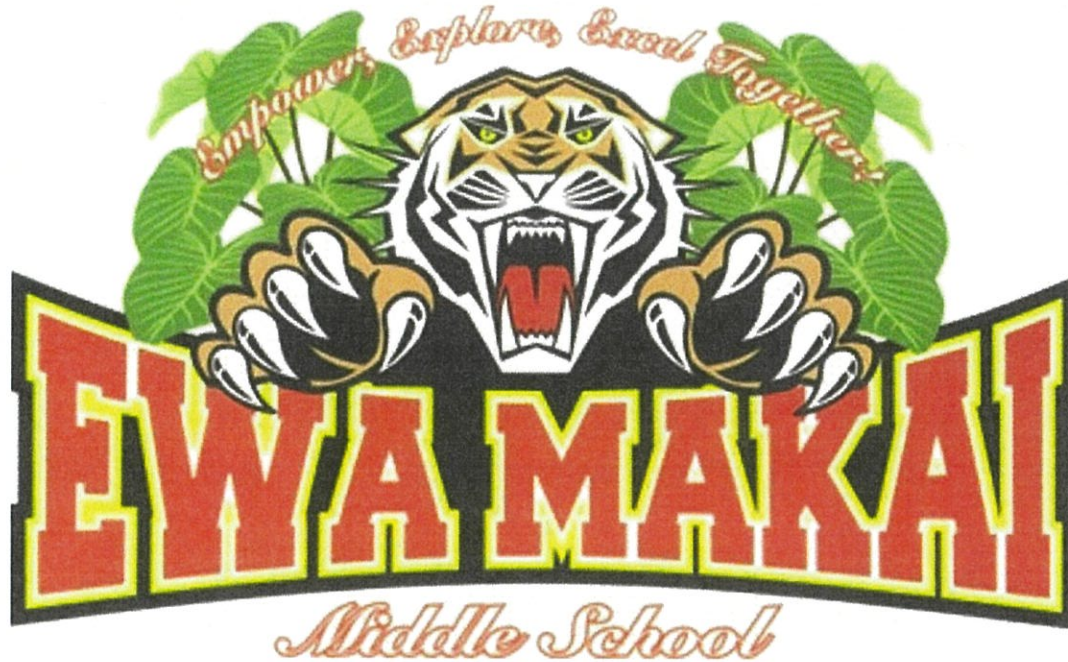
Submitted by Principal Kim Sanders	Signature	Date 4/10/2023
Approved by CAS Sean Tajima		4/10/023

School Academic Plan Prioritized Goals, Objective, Strategies and Enabling Activities

Campbell-Kapolei (931) Public District - FY 2023 - Ewa Makai Middle School (296) Public School - School Academic Plan - Rev 0

Plan Items

1 Successful Systems of Support: STEM Skill Building Through PBL

Description:

Improve access to and mastery of engineering and design-thinking skills in science courses as well as in STEM electives. A focus on PBL to help improve student science HSA scores as well as real-life, engaging application of STEM skills. PBL coach will help support teachers in creating and implementing PBL projects

O 1.1 PBL Training for Staff

Description:

Provide training for 50 staff members in PBL best practices to ensure successful implementation of PBL projects.

S 1.1.1 Responsive Capacity Building: Training Staff in PBL

Description:

Providing training, coaching and supports for school leaders, teachers and families to better identify and address the needs of our students and staff. A minimum of 25 teachers will be trained in PBL practices.

Component	Item Name
ESSER Planning	Activities that strengthen a well-rounded educational program
	Address the needs of at-risk learners

Funding Application	Grant	Notes	Amount
Other	Other	DoDea PBL Grant	$93,000.00

EA 1.1.1.1 Training and Support in PBL

Description:

The PBL coordinator and coach will work with a minimum of 25 teachers to ensure they receive PBL training. The coordinator and coach will continue to support this pilot group of teachings in creating and implementing PBL projects throughout the year. The focus on these projects are STEM skills, specifically the engineering/design process. First priority will be to ensure that all science teachers, computer science, and engineering teachers are trained and supported in year one.

Person Responsible:

Shannon Kam

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2024

EA 1.1.1.2 PBL Data Collection and Monitoring

Description:

As a component of the DoDEA Ho'oulu holomua grant, both quantitative and qualitative data measures will be collected and analyzed by the grant team. The following data measures will be regularly collected and analyzed; Science Classes: Quantative: 1) Interim HSA scores: pre-, mid-, and post- 6-8 (8th grade can use the actual HSA as their post indicator). 2) Science course marks Qualitative: 1) Parent surveys 2) Student reflections on PBL projects Computer Science/Engineering Courses: Quantitative: Computer science and Engineering course marks. Qualitative: 1) Peer to peer feedback on PBL and/or computer technology skills. 2) Student work samples

Person Responsible:

Shannon Kam

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2028

2 Successful Systems of Support For Improving Foundational Literacy Skills

Description:

Analyze data for determining individual student needs regarding vocabulary and comprehension and creating targeted supports and enrichments for building student success. Use iReady and other data sources for data analysis. Provide interventions and enrichments within all classes and during MTSS advisory time. Literacy coach continues to support students and teachers in building literacy skills.

O 2.1 Improve students' vocabulary skills

Description:

Analyze iReady and other data sources to determine primary needs in student vocabulary acquisition. Provide targeted supports in vocabulary to all students through the use of iReady lessons, Flocabulary, Achieve 3000 and other programs. Implement Tier II vocabulary strategies across the curriculum. Literacy coach and MTSS coach and coordinator will help monitor and support this objective.

2.1.1 Action-Oriented Data Decision-Making : Using iReady Data to Create Intervention/Enrichment Plans in vocabulary

Description:

Teams regularly analyze student performance on iReady vocabulary and design, monitor, and refine support strategies for improving student vocabulary acquisition. MTSS advisory times can be used for iReady lessons or other vocabulary support. Within each classroom, a targeted focus on tier 2 academic vocabulary skill building. Literacy coach and MTSS coach and coordinator will continue to provide support for teachers and students. Teachers and teams will monitor student success in vocabulary based on iReady performance.

Component	Item Name
ESSER Planning	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Address the needs of at-risk learners

Funding Application	Grant	Notes	Amount
GENERAL	42101 - WSF-INSTRUCTION		$40,000.00

EA 2.1.1.1 Targeting Vocabulary Interventions to Individual Student Needs

Description:

Teams and/or course alike groups analyze iReady and other data points to identify top needs for students regarding vocabulary skills. Teams develop strategies to improve vocabulary within their classes (tier 2 academic vocabulary). Interventions and enrichments also provided in vocabulary during MTSS advisory time including iReady lessons, small groups, flocabulary, Achieve 3000, etc.

Person Responsible:

Caroline Langlais

Estimated Begin Date:

11/1/2022

Estimated Completion Date:

5/30/2025

2.1.2 Effective Academic Practices: Integrating Tier II Academic Vocabulary Within Content Areas

Description:

All teachers will integrate academic, tier II academic vocabulary within their respective content areas to help promote vocabulary acquisition. Teachers will monitor student success through iReady performance as well as classroom-based formative and summative assessment tools.

Component	Item Name
ESSER Planning	Opportunities for all children including subgroups
	Provide an enriched and accelerated curriculum

EA 2.1.2.1 Tier II Academic Vocabulary

Description:

All teachers integrate Tier II academic vocabulary within their respective curriculum on a regular basis.

Person Responsible:

Caroline Langlais

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2025

O 2.2 Improve students' reading comprehension skills

Description:

Analyze iReady and other data sources to identify specific student needs in reading comprehension. Provide targeted support using iReady lessons, Achieve 3000, NewsELA and other programs. Focus on comprehension skills across the curriculum. Literacy coach and MTSS coordinator and coach will help monitor and analyze data as well as providing targeted supports.

S 2.2.1 Action-Oriented Data Decision-Making: Using Data to Address Individual Student Needs in Reading Comprehension

Description:

IReady and other data points used to analyze student needs in reading comprehension. Teams and/or course alike groups create, implement, and monitor a plan for improving student reading comprehension skills. All classes focus on reading comprehension strategies. MTSS time during advisory can be used for iReady lessons, small groups, or other methods for improving students' reading comprehension skills.

Component	Item Name
ESSER Planning	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Address the needs of at-risk learners

EA 2.2.1.1 Individualized Reading Comprehension Support

Description:

Teams and/or course alike groups use data to determine individual student needs regarding reading comprehension. MTSS advisory time is used to provide students with individual reading comprehension supports using tools such as iReady lessons, Achieve 3000, and other programs

Person Responsible:

Caroline Langlais

Estimated Begin Date:

11/1/2022

Estimated Completion Date:

5/30/2025

3 Successful Systems of Support in Building Essential Mathematical Skills

Description:

A concentrated focus on analyzing student need and providing support for building math skills, especially addressing the learning loss due to COVID. iReady will be the primary data source for aligning student need to supports. Math interventions and enrichments will occur during MTSS advisory time

O 3.1 Math MTSS

Description:

iReady and other data points analyzed to target on specific student math needs. Math department and MTSS coach and coordinator collaborate to develop a strategic plan for focusing on improving basic math skills.

S 3.1.1 Effective Academic Practices: Targeted Focus on Improving Foundational Mathematical Skills for All Students

Description:

Math teachers will work within their respective course-alike groups to assess the needs of students and then devise targeted support plans for all students. Targeted supports will occur during both math classes as well as MTSS advisory times.

Component	Item Name
ESSER Planning	Opportunities for all children including subgroups
	Address the needs of at-risk learners

EA 3.1.1.1 Data-driven Decisions Regarding Mathematical Practices

Description:

Math teachers will use a variety of data sources including iReady and class-level formative and summative assessments to analyze the needs of students. This data will then be used to adjust instruction within the classroom to target student need areas. Additional student support will occur during the MTSS advisory time.

Person Responsible:

Leeann Manual

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/29/2025

4 Student Success: Middle School Concept

Description:

Continue to focus on and improve schoolwide SEL implementation. SEL coordinator will continue to support both students and staff. A heightened focus on the tenets of what the middle school concept entails. More targeted training and support for staff in middle school concepts.

4.1 Continued focus on SEL

Description:

As an essential component of the Middle School Concept, EMMS will continue to focus on addressing SEL competencies within both advisory as well as individual content areas. SEL coordinator continues to focus on improving SEL competencies across the curriculum. Panorama SEL data is the primary analysis tool.

4.1.1 Healthy Habits, Healthy Schools: SEL Curriculum

Description:

Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning. EMMS will continue using an SEL-based curriculum during advisory.

Component	Item Name
ESSER Planning	Activities that strengthen a well-rounded educational program
	Address the needs of at-risk learners

4.1.1.1 SEL-Advisory

Description:

All teaches will regularly implement SEL-based lessons within the advisory setting. Data analysis occurs through use of Panorama SEL Survey

Person Responsible:

Jocelyn Pajimula

Estimated Begin Date:

11/1/2022

Estimated Completion Date:

5/30/2025

o 4.2 Incorporate This We Believe Components within our School's Framework

Description:

EMMS will create , implement, and monitor the effectiveness of a strategic plan aligned to the "This We Believe" Middle School Concept components. All staff will take an active role in the creation of this plan, with the leadership team developing the details.

S 4.2.1 EMMS Middle School Concept Strategic Plan

Description:

All teachers will attend the 2023 AMLE Summit and complete activities related to "This We Believe". Teacher open forum discussion groups and the leadership team will analyze how well EMMS currently aligns with middle school concept and then develop an action plan to improve alignment. The leadership team will take teachers' suggestions and draft the TWB strategic plan. Leadership will then make an implementation and monitoring plan for the 2023-24 SY.

Component	Item Name		
ESSER Planning	Opportunities for all children including subgroups		
	Activities that strengthen a well-rounded educational program		

Funding Application	Grant	Notes	Amount
Other	Other	AMLE	$10,000.00

EA 4.2.1.1 Create school wide TWB Strategic Plan

Description:

Leadership team will develop a school wide implementation plan for This We Believe after receiving suggestions and input from teachers and other stakeholders. Plan will begin implementation in the 2023-24 SY

Person Responsible:

Shannon Kam

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/31/2025

5 Successful Systems of Support: Data Analysis Centered on MTSS Supports

Description:

Create and implement a data-driven analysis protocol centered on assessing student needs and providing targeted supports.

5.1 Provide Staff Training in Data Analysis, Aligning and Implementing Targeted Interventions

Description:

All teachers will receive training provided by both MTSS focus group and CK complex in identifying and implementing targeted interventions based on student data analysis.

5.1.1 Action-Oriented Data Decision-Making: Whole Staff Training

Description:

Implementing an established process for examining data to make instructional and operational decisions for students and schools.

Component	Item Name		
ESSER Planning	Opportunities for all children including subgroups		
	Increase the quality and amount of learning time		
	Address the needs of at-risk learners		

Funding Application	Grant	Notes	Amount
EDUCATION STABILIZATION	39696 - ESSER III-LEARNING LOSS-ACADEMIC	MTSS Coach	$96,000.00
	39697 - ESSER III-LEARNING LOSS-SOCIAL EMOTIONAL	SEL Coach	$96,000.00

FUND (ARP-ESSER III)

Total $192,000.00

EA 5.1.1.1 Whole Staff Training

Description:

1. MTSS focus group provides in house training at the beginning of SY 2023-24. MTSS group will reach out to CK complex for possible additional training support. 2. Training will include interventions centered on reading and math foundational skills. 3. MTSS group will have tech create a section on the EMMS e-portal for staff resources 4. MTSS group will keep track of attendance to ensure follow up training. 5. MTSS group will create a one page action planner that all teachers will complete during the first week of school. The action planner contains both and MTSS goal and an SEL goal with the purpose of using advisory to address both MTSS and SEL. This action planner can be used for EES planning and data collection for teachers both on and off observation cycles.

Person Responsible:

Shannon Kam

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2026

EA 5.1.1.2 Using Diagnostic Data to Create and Align Appropriate interventions

Description:

1. All students will take the iReady diagnostic three times a year (reading and math). 2. All science students will take the HSA interim assessment three times a year (aligned with the DoDea PBL grant expectations). 3. After the fall implementation of the diagnostics, departments will review the results. Departments will use the new EMMS Data Teams protocol...(Fix this, Keep this, Stop doing this, Start doing this) to analyze data and create appropriate interventions for their respective content areas. Based on the student needs and data trends, departments (primarily ELA and math) will create at least one intervention activity, per term, to be implemented during advisory MTSS time. The first cycle is to be completed by the end of term 1. 4. Teams will analyze the iReady data and compile their advisory student results. Teams will then create a plan to implement the department MTSS lessons provided. First cycle will be completed by the end of term 1.

Person Responsible:

Shannon Kam

Estimated Begin Date:

8/1/2023

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Estimated Completion Date:

5/30/2026

EA 5.1.1.3 MTSS Focus Group and ESSER Monitoring

Description:

MTSS Focus Group will rate EMMS using the ESSER continuum to assess progress each term. Results, strengths, needs, and next steps will then be shared with EMMS leadership for further discussion and planning.

Person Responsible:

Shannon Kam

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/30/2026