



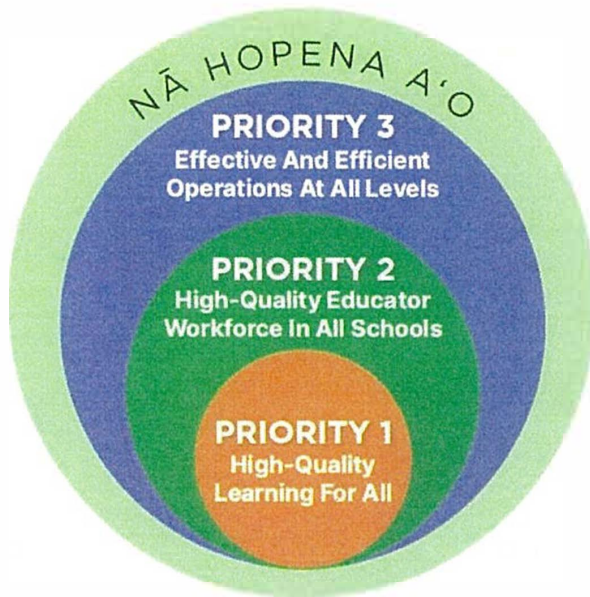
MAR 04 2025

One-Year Academic Plan SY 2025-2026

LEEWARD DISTRICT OFFICE

'Ewa Makai Middle School Academic Plan SY 2025-2026

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808-509-1500
www.ewamakai.org



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

Submitted by Principal Kim Sanders

Approved by Complex Area Superintendent Sean Tajima

3/3/2025

MAR 04 2025

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
ELA 6-8	'22 MyPerspectives ▾	Select One ▾		
Math 6-8	Select One ▾	enVision Mathematics Common Core ▾		
Science 6-8	Select One ▾	Select One ▾	Teacher-generated	
Social Studies 6-8	Select One ▾	Select One ▾		Teacher-Generated

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
6,7 Science			Mosa Mack	
6,7,8 Science			Gizmos	
Khan Academy (Grade 6 & 7)		Used by at least 2 teachers regularly		
99 Math (Grade 6 & 7)		Used by at least 2 teachers regularly		
MathFacts Pro (Grade 6)		Used by at least 1 teacher regularly		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
ELA 6-8	I-Ready ▾	Select One ▾
Math 6-8	Select One ▾	I-Ready ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: 2027

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

[2026-27]

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	<p><u>Student Need: Focused Academic Interventions</u> There is an urgent need for ongoing monitoring and targeted academic interventions, especially in ELA where proficiency is declining. Additionally, interventions must continue to support struggling students in both Math and ELA to ensure their academic growth and success.</p> <p><u>Root/Contributing Cause: Insufficient Differentiated Instruction</u> Educators may not be employing differentiated instructional strategies that cater to the varying learning styles and needs of students, which can hinder academic growth.</p> <p><u>Lack of Tailored Curriculum Adjustments</u> A one-size-fits-all curriculum may not meet the specific needs of struggling students, leading to disengagement and declining proficiency in core subjects.</p>
2	<p><u>Student Need: #2: Addressing the Achievement Gap</u> The notable differences in academic performance between high needs and non-high needs students highlight the necessity for targeted support to close the achievement gap, particularly in ELA, math, and science, where disparities are most pronounced.</p>

	<p><u>Root/Contributing Cause: Inconsistent Implementation of Interventions</u> Variability in how interventions are implemented across different classrooms can lead to inconsistent support for students, affecting overall efficacy and student outcomes.</p> <p><u>Inconsistent Use of Formative Assessments</u> A lack of regular and effective formative assessments can lead to insufficient understanding of student progress, making it difficult to adjust instruction and provide timely support</p>
3	<p><u>Student Need: #3: Increased Support for Diverse Learners</u> There is a clear need for enhanced cognitive and developmental support for students with disabilities (SPED) and multilingual learners (ML). Timely and appropriate SPED services must be prioritized to meet the diverse learning needs of these populations.</p> <p><u>Root/Contributing Cause: Limited Student Voice and Choice</u> When students have little opportunity for voice and choice in their learning, they may feel less invested in their education, leading to lower engagement and motivation.</p> <p><u>Insufficient Collaborative Learning Opportunities</u> A lack of structured collaborative learning experiences can prevent students from learning from peers, which is crucial for developing skills and confidence, especially in diverse classrooms</p>

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

1	<p><u>Targeted Subgroup:</u> ML and SPED Students</p> <p><u>Identified Student Need(s):</u> Focused Academic Interventions; Increased Support for Diverse Learners</p>
2	<p><u>Targeted Subgroup:</u> High Needs Students (those scoring 3 or more grade levels below in Reading and Math Diagnostics)</p> <p><u>Identified Student Need(s):</u> Focused Academic Interventions, Addressing the Achievement Gap</p>
3	<p><u>Targeted Subgroup:</u> McKinney Vento Students</p> <p><u>Identified Student Need(s):</u> Focused Academic Interventions, Addressing the Achievement Gap</p>



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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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.	N/A			<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<p>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.</p>	N/A			<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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Mathematics Proficiency

1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

Focused Academic Interventions

Addressing the Achievement Gap

Increased Support for Diverse Learners

- Administer iReady fall, winter, spring assessments
- Analyze diagnostic data from iReady to identify students who are not demonstrating math proficiency
- Develop additional supports and interventions for students based on the diagnostic data
- Offer targeted support before, during, and/or after school to students based on data analysis (e.g. iReady, SBA, and teacher classroom data)
- Analyze qualitative student data on effectiveness of intervention implementation.
- Strengthen math achievement by enhancing in-class instruction through the integration of Project-, Problem-, Place-, or Phenomenon- Based Learning (PBL) and/or RTI. Students will have opportunities to utilize technology daily in tandem with PBL to make mathematical learning more engaging. Multi-tiered student support and afterschool activities will provide students appropriate levels of intervention to ensure they have foundational skills critical to improving math achievement.
- Engage students with math fun and skill building through activities during school through advisory and after school events
- Analyze classroom assessment data (formative and/or summative) to determine the effectiveness of implemented strategies and interventions.
- Continued implementation of inclusion courses and resource classes to support and meet the needs and LREs of special education students.
- 4 sub-quarterly data training days for training and support of math teachers, deeper analysis of curriculum, instruction, and assessment, and intervention implementation (DoDea Grant).
- 5. Professional development for teachers including local and national conferences and training.(DoDea Grant)

Accountable Leads: Leeann Tupola

- IReady scores used by teams and department(s) to determine MTSS support.
- Tracking SBA results over time. SY 2029 proposed target of 44.12%
- Documentation of strategies and interventions that address student needs based on assessment data.
- Teacher qualitative feedback on the effectiveness of selected intervention strategies (classroom, grade level, and/or schoolwide).
- Student qualitative feedback on the effectiveness of the intervention strategy.

- ☒ WSF, \$25,000
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$.
- ☒ SPPA, \$50,000
- ☐ Homeless, \$
- ☒ Grant:_DoDEA_, \$30,000
- ☐ Other:_, \$

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>Focused Academic Interventions</p> <p>Addressing the Achievement Gap</p> <p>Increased Support for Diverse Learners</p>	<p>To address this indicator, EMMS will continue:</p> <ul style="list-style-type: none"> • Redesign Advisory Schedule <ul style="list-style-type: none"> ○ Create distinct MTSS (Multi-Tiered System of Supports) days for all teams to facilitate focused implementation. • Academic Review Team (ART) <ul style="list-style-type: none"> ○ Schedule regular ART meetings to review student data and discuss interventions. ○ Implement a tracking system to document student progress and interventions initiated by the ART. • Follow the Schoolwide Definition of MTSS <ul style="list-style-type: none"> ○ Ensure that all materials and communications regarding MTSS use the established definition to promote consistency. • Utilize Data Teams Effectively <ul style="list-style-type: none"> ○ Schedule regular data team meetings to review student learning needs and adjust teaching strategies accordingly. ○ Continue to revise the system for sharing data insights across departments to foster collaboration and collective problem-solving. • Improve Rigor and Engagement in CTE Courses <ul style="list-style-type: none"> ○ Review and enhance the current CTE (Career and Technical Education) curriculum to incorporate more challenging content. ○ Establish partnerships with local businesses and organizations to provide real-world experiences and internships for students enrolled in CTE courses. • Implement Ho'omau Online Learning Program 	<p>Redesign Advisory Schedule Monitoring Activities</p> <p>Track attendance and participation in distinct MTSS days.</p> <p>Collect feedback from staff and students on the effectiveness of the redesigned advisory schedule.</p> <p>Frequency: Quarterly reviews during ART meetings</p> <p>Review all materials and communications for alignment with the established MTSS definition.</p> <p>Frequency: Quarterly evaluations and adjustments based on staff feedback.</p> <p>Utilize Data Teams Effectively</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 25,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$80,000 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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- **Overview:** Continue to use the Ho'omau online learning program as a comprehensive support system for students facing academic challenges due to long-term suspensions, home hospital situations, or other circumstances that prevent them from attending school.
- **Individualized Learning Plans:** Create tailored learning plans for each student enrolled in Ho'omau, addressing their specific academic needs and setting achievable goals for success.
- **Regular Monitoring and Support:** Schedule regular check-ins with students to monitor their progress, provide feedback, and offer additional support as needed. Establish a system for communication between online instructors and students' home schools to ensure continuity of support.
- **Integration of Social-Emotional Support:** Incorporate social-emotional learning components into the Ho'omau program to help students navigate the emotional challenges associated with being out of the traditional school setting.

Dr. Shannon Kam/ Caroline Langlais/Jocelyn Pajimula

Monitoring Activities:

Monitor participation and engagement in data team meetings.

Evaluate the effectiveness of data-driven strategies through student performance data.

Improve Rigor and Engagement in CTE Courses

Monitoring Activities:

Review curriculum enhancements and gather feedback from CTE instructors and students regarding rigor and engagement.

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Track student participation in real-world experiences and internships.

Frequency:
Quarterly reviews of CTE course performance data and feedback.

Frequency:
Evaluation at the end of each semester to inform future course offerings.

Implement
Ho'omau Online Learning Program

Monitoring Activities:

Review individual learning plans and monitor student progress within the Ho'omau program.

Frequency: Monthly assessments of student progress, with a comprehensive review each semester.

Reporting

Sharing Results:

The ART will compile findings from each monitoring activity and present them during leadership meetings and staff professional development sessions.

Follow-Up Actions:

Based on the findings, the ART will make recommendations for adjustments to initiatives, provide additional training, or implement new strategies to enhance student performance.

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>Focused Academic Interventions</p> <p>Addressing the Achievement Gap</p> <p>Increased Support for Diverse Learners</p>	<p>The CTE Department will address this indicator by:</p> <p>Develop Digital Portfolios for CTE.</p> <p>Activity: Implement a digital portfolio system for students in grades 6-8 to document their learning and achievements in CTE courses.</p> <p>Purpose: Facilitate the transition to James Campbell High School (JCHS) academies by showcasing student skills and accomplishments.</p> <p>Create CTE Completer Certificates</p> <p>Activity: Design and award completer certificates for students who successfully finish specific CTE pathways and requirements.</p> <p>Purpose: Recognize student achievements and provide credentials that highlight their readiness for high school-level CTE courses.</p> <p>Revise Elective Offerings</p> <p>Activity: Conduct a needs assessment to evaluate current elective offerings and student interests in preparing for high school.</p> <p>Purpose: Ensure elective courses align with students' academic and career goals, fostering engagement and skill development.</p> <p>EMMS will also address this indicator by:</p>	<p>Digital Portfolios for CTE</p> <p>Monitoring Method:</p> <p>Track the number of students participating in the digital portfolio system.</p> <p>Review and assess the quality of portfolios at the end of each year.</p> <p>CTE Completer Certificates</p> <p>Monitoring Method:</p> <p>Maintain a record of students who complete CTE pathways and award certificates accordingly.</p> <div> <input checked="" type="checkbox"/> WSF, \$25,,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$20,000 <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:UPLINK \$75,000 <input type="checkbox"/> Other:__, \$ </div>
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Summer Bridge Program

Activity: A one-week school experience is offered to all incoming 6th graders in the summer before their 6th grade year at EMMS.

Purpose: To introduce to incoming 6th graders the Ewa Makai facilities, middle school schedules, classes, routines, and expectations.

Utilize Panorama SEL Survey Data

Activity: Analyze Panorama SEL survey results to identify areas for improvement in social-emotional support during transitions.

Purpose: Tailor support programs to address specific student needs, building resilience and coping strategies.

Project-Based Learning Opportunities

Activity: Incorporate project-based learning in core classes that simulate real-world applications and interdisciplinary connections.

Purpose: Engage students in hands-on learning that mirrors high school-level projects and expectations.

Regular Assessments and Feedback

Activity: Implement regular formative assessments in core classes to monitor student progress, determine appropriate interventions, and provide timely feedback.

Collect feedback from students on the impact of the certificates on their transition to high school.

Revise Elective Offerings

Monitoring Method:

Analyze results from the needs assessment survey regarding student interests and current elective offerings.

Monitor enrollment and participation rates in electives after revisions have been made.

Utilize Panorama SEL Survey Data

Monitoring Method:

	<p>Purpose: Identify areas of strength and improvement, allowing for targeted interventions before transitioning to high school.</p> <p>CTE: Dr. Shannon Kam</p> <p>PBL: Dr. Shannon Kam</p> <p>SEL: Jocelyn Pajimula</p> <p>Assessments: ART team (Data Teams)</p>	<p>Regularly analyze the Panorama SEL survey data to identify trends and areas of concern.</p> <p>Track the implementation of tailored support programs and their effectiveness through follow-up surveys.</p> <p>Project-Based Learning Opportunities</p> <p>Monitoring Method:</p> <p>Evaluate student engagement and learning outcomes from project-based learning assignments through rubrics.</p>
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Collect feedback from students and teachers on the effectiveness of these projects in preparing students for high school.

Regular Assessments and Feedback

Monitoring Method:

Track student performance data from formative assessments, identifying trends in areas of strength and improvement.

Monitor the implementation of targeted interventions based on assessment results.

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Focused Academic Interventions</p> <p>Addressing the Achievement Gap</p> <p>Increased Support for Diverse Learners</p>	<p>EMMS will address this indicator by:</p> <ul style="list-style-type: none"> - Analyze attendance data from Panorama and/or Infinite Campus to identify students who are not attending school regularly - Develop additional supports and interventions for students based on the attendance data - Offer targeted support before, during, and/or after school to students based on attendance data - Engage students with a sense of belonging through extracurricular activities during school and after school - Continued implementation of inclusion courses and resource classes to support and meet the needs and LREs of special education students - Advisory classes offer teachers opportunities to build strong relationships with students who they see and interact with on a daily basis - Ewa Makai has a wide range of Elective offerings to empower students to explore their interests and excel in school <p>Accountable Lead: Kim Sanders</p>	<ul style="list-style-type: none"> - Track Attendance Data from Panorama and Infinite Campus - Track Panorama SEL Student Survey Data - Track Panorama Student Perception Classroom Survey - Track Panorama Student Perception School Survey - Monitor targeted interventions and supports 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$30,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:ISLA, \$50,000 <input type="checkbox"/> Other:__, \$

			- Receive feedback from students	
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Addressing the significant decrease in "School Safety" found in the 2023-24 Student Perception Survey data.</p>	<p>Our school was selected to receive ISLA training (Inclusive Skill-building Learning Approach) and implement restorative practice strategies. This serves as one of our school's MTSS for behavior. The ISLA Team implements peer-to-peer and peer-to-teacher mediation and consistent follow-ups by using a "calm room" and de-escalation techniques. PD was given to all students and classroom teachers in Q1 on the critical ISLA strategies of self-regulation and circle of control.</p> <p>Our school is in year 1 of Character Strong implementation as the Advisory character education program. The Choose Love curriculum is a supplemental resource that can still be used.</p> <p>Our school is in the beginning stages of implementing a new PBIS program based on P.O.N.O. (Peer to Peer Choices, Own Your Choices, Noninstructional Time Choices, Online Choices). Plans are to open a P.O.N.O. Points on-campus store where students who have earned "Pono Points" can purchase goods/rewards.</p>	<ul style="list-style-type: none"> • Panorama SEL Student Survey • Panorama Student Perception Classroom Survey • Panorama Student Perception School Survey • ISLA Tracker 	<p><input checked="" type="checkbox"/> WSF, \$50,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant:ISLA \$50,000</p> <p><input type="checkbox"/> Other:__, \$</p>

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Increased use and awareness of Hawaiian language and culture.</p>	<p>Throughout the school year, students will read, write, and reflect on 'Ōlelo No'eau, Hawaiian wise sayings and proverbs. Each advisory teacher was provided a copy of Mary Kawena Pukui's <i>'Ōlelo No'eau: Hawaiian Proverbs and Poetical Sayings</i>. This, along with weekly prepared presentation slides, are used during Advisory as an entry or connector task to various SEL concepts.</p> <p>Year 1 implementation of PBIS matrix, P.O.N.O. All Advisory students were trained in the P.O.N.O. matrix in Q1. Posters of the P.O.N.O. matrix are posted in all wings of the school. A schoolwide P.O.N.O. Behavior Reflection Form is in place to address minor offenses in the classroom.</p> <p>Accountable Lead: Jocelyn Pajimula</p>	<ul style="list-style-type: none"> • P.O.N.O. Behavior Reflection Form • 'Ōlelo No'eau Google Slides 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:ALOHA Aina, \$50,000 <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Limited Student Voice and Choice When students have little opportunity for voice and choice in their learning, they may feel less invested in their education, leading to lower engagement and motivation.</p> <p>Insufficient Collaborative Learning Opportunities A lack of structured collaborative</p>	<p>To address this indicator, EMMS will continue to:</p> <ol style="list-style-type: none"> Offer a wide range of elective courses: Continue providing a choice of over 20 electives that align with different career pathways. Ensure that these electives provide students with practical skills and knowledge related to various careers. <ul style="list-style-type: none"> Developed a CTE department that directly incorporates 1.3.1 Incorporate community-based and service learning opportunities: Create partnerships with local organizations and businesses to provide students with hands-on experiences in areas such as sustainability, STEM, and natural resources. These opportunities can include internships, job shadowing, or service projects that allow students to apply their learning in real-world contexts. Organize career day and guest speaker events: Plan an annual career day where professionals from different fields can share their experiences and insights with students. Additionally, invite guest speakers from the community and business organizations to speak to students about their career paths and the skills required for success in their respective fields. 	<p>Elective Courses:</p> <ul style="list-style-type: none"> - Data: Enrollment numbers in each elective course, student feedback on the practical skills gained, and post-graduation career paths of students who participated in specific electives. - Measurement Indicators: Percentage of students enrolled in elective courses aligned with different career pathways, student satisfaction surveys regarding the practical skills acquired, and tracking the career paths of graduates 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$100,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$45,000 <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: James Campbell Foundation, \$50,000 <input type="checkbox"/> Other: __, \$

	<p>learning experiences can prevent students from learning from peers, which is crucial for developing skills and confidence, especially in diverse classrooms</p>	<p>4. Foster career exploration and guidance: Provide resources and support for students to explore different career options. This can include career counseling, career interest inventories, and access to online resources that provide information about various careers and the educational pathways required to pursue them.</p> <p>5. Encourage student involvement in community and civic activities: Promote student participation in community service projects, volunteer opportunities, and civic engagement activities. This can help students develop a sense of social responsibility and contribute to their personal and professional growth.</p> <p>Accountable Lead: Kim Sanders</p>	<p>who participated in specific electives.</p> <p>2. Community-Based and Service Learning Opportunities:</p> <ul style="list-style-type: none"> - Data: Number of partnerships with local organizations, student participation in hands-on experiences, and feedback from students and organizations involved. - Measurement Indicators: Increase in the number of partnerships established, student participation rates in community-based and service learning opportunities, and qualitative feedback from students and organizations on the impact of these experiences. <p>3. Career Day and Guest Speaker Events:</p> <ul style="list-style-type: none"> - Data: Number of professionals participating in 	
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career day, attendance at guest speaker events, and student reflections on the insights gained.

- Measurement Indicators:

Percentage of professionals from different fields participating in career day, student attendance and engagement at guest speaker events, and qualitative feedback from students on the value of the insights gained.

4. Career Exploration and Guidance:

- Data: Number of students utilizing career counseling services, usage statistics for career interest inventories, and access to online career resources.

- Measurement Indicators: Increase in the utilization of career counseling services, frequency of career interest

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inventory usage, and tracking the usage of online career resources by students.

5. Student Involvement in Community and Civic Activities:

- Data: Number of student participants in community service projects, volunteer opportunities, and civic engagement activities.
 - Measurement Indicators: Percentage of student involvement in community and civic activities, qualitative feedback from students on their experiences, and tracking the impact of these activities on student growth and development.

<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>Limited Student Voice and Choice When students have little opportunity for voice and choice in their learning, they may feel less invested in their education, leading to lower engagement and motivation.</p> <p>Insufficient Collaborative Learning Opportunities</p>	<p>1. Advanced Math Courses: EMMS offers advanced math courses to help students deepen their understanding of mathematical concepts and develop problem-solving skills necessary for higher-level coursework. These courses aim to challenge and engage students who are ready for more rigorous academic experiences. Advanced math courses will be available in the 2025-26 school year.</p> <p>2. Diverse Electives: EMMS provides over 20 different elective options catering to various interests and career pathways. These electives include exciting choices like drones, culinary, natural resources, and fashion design. By offering a diverse range of electives, EMMS aims to expose students to different fields and help them discover their passions. These electives also provide hands-on experiences and practical skills that can be valuable for future college and career pursuits. A wide range of electives will continue to be offered in the 2025-26 school year.</p> <p>Accountable Lead: Kim Sanders</p>	<p>1. Student Enrollment Data: Tracking the enrollment and participation rates in advanced math courses and elective classes will provide evidence of student interest and engagement in rigorous academic experiences and diverse career-focused learning opportunities.</p> <p>2. Student Performance Data: Analyzing student performance in advanced math courses, through unit summative assessments, state assessments, and diagnostics, will serve as evidence of their academic growth and readiness for progressively challenging coursework aligned to career pathways.</p>	<p><input checked="" type="checkbox"/> WSF, \$ 65,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: DoDEA, \$ 50,000</p> <p><input type="checkbox"/> Other: __, \$</p>
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	<p>A lack of structured collaborative learning experiences can prevent students from learning from peers, which is crucial for developing skills and confidence, especially in diverse classrooms</p>
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3. Post-Secondary Readiness

Assessments:
Administering assessments or surveys to students to gauge their confidence in their academic skills and their understanding of potential career pathways will provide insights into the impact of the diverse electives on their readiness for future college and career pursuits.

4. Student Feedback and Reflections:

Gathering feedback from students about their experiences in elective classes, including their reflections on the relevance of the coursework to their future aspirations, will provide qualitative evidence of the impact of these opportunities on their academic and career readiness.]

<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>Limited Student Voice and Choice When students have little opportunity for voice and choice in their learning, they may feel less invested in their education, leading to lower engagement and motivation.</p>	<p>In addition to our various partnerships, EMMS will continue to organize career days where professionals from various fields visit our school to share their experiences and insights. These career days expose students to a wide range of career options and help them understand the skills and education required for different paths. By interacting with professionals, students can gain valuable insights into potential careers and make more informed decisions about their high school journey.</p> <ul style="list-style-type: none"> Digital portfolios will be developed by all 6th Wheel students Student/Staff Travel and registration for CTE Career exploration opportunities. (SkillsUSA, HOSA, etc) <p>Accountable Lead: Kim Sanders</p>	<p>1. Student Participation Data: Tracking the number of students engaging in career exploration activities facilitated by CLIMBHI and the attendance at career days will provide insights into the level of student interest and involvement in exploring future career possibilities.</p> <p>2. Pre and Post-Surveys: Administering surveys to students before and after participating in career exploration activities will help gauge changes in their understanding of career options, interests, and goals. This will provide valuable feedback on the effectiveness of these initiatives in empowering students to make informed decisions about their future.</p> <div> <input checked="" type="checkbox"/> WSF, \$ 25,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </div>
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3. Feedback from CLIMBHI and Career Day Participants:

Gathering feedback from CLIMBHI and professionals who participate in career days will provide insights into the effectiveness of these initiatives in exposing students to a variety of career options and helping them understand the skills and education required for different paths.]



Priority 2

High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>The desired outcome for EMMS in relation to these indicators is to create a school environment where all students are taught by effective teachers, supported by effective support staff, and led by effective school administrators. This outcome encompasses several key goals:</p> <p>1. High-Quality Instruction: The primary goal is to ensure that all</p>	<p>The lack of consistent implementation and monitoring of research-based instructional strategies results in variability in the quality of instruction provided to students.</p>	<p>EMMS will continue to:</p> <ol style="list-style-type: none"> 1. Provide various leadership opportunities for teachers, such as participation in focus groups, serving as department or team leads, and being part of the school leadership team. 2. Value teacher expertise and insights, allowing teachers to contribute to decision-making processes, collaborate with colleagues, and shape the school's vision and practices through collaborative whole faculty discussions and share outs incorporating teacher voice. 3. Foster a culture of shared responsibility and continuous improvement by empowering teachers as leaders through faculty meeting share outs, school leadership team, and focus group leads. 	<p>1. Teacher Leadership Opportunities:</p> <ul style="list-style-type: none"> - Data: Participation rates in focus groups, department or team leads, and school leadership team roles. - Measurement Tools: Surveys or feedback forms to gather insights from teachers about their experiences in leadership roles, documentation of 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 60,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ 40,000 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

students receive high-quality instruction from effective teachers. Effective teachers have a deep understanding of their subject matter, employ research-based instructional strategies, and create engaging and inclusive learning environments. The desired outcome is for students to receive instruction that meets their individual needs, promotes academic growth, and fosters a love for learning.

2. Comprehensive Support: EMMS aims to provide comprehensive support to students through effective support staff. Support staff, such as counselors, intervention specialists, and paraprofessionals, play a vital role in addressing the diverse needs of students, providing academic and emotional support, and fostering a positive school climate. The desired outcome is for students to receive the necessary support to

4. Offer personal professional development (PD) days for teachers to engage in activities that align with their individual needs and interests.
5. Support teachers in attending workshops, conferences, and pursuing advanced degrees to stay updated with the latest research, pedagogical practices, and instructional strategies.
 - On and off island professional development to ensure high quality instruction.
6. Encourage collaboration with organizations like AMLE and "This We Believe" training to enhance professional growth opportunities.
 - Travel and registration for staff Professional development both locally and nationally.

Accountable Lead: Kim Sanders

leadership responsibilities and contributions, and records of collaborative decision-making processes.

- Other Sources: Meeting minutes, action plans, and artifacts of teacher-led initiatives or projects.

2. Personal Professional Development (PD) Days:

- Data: Attendance and participation records for PD days, types of professional development activities engaged in by teachers.
- Measurement Tools: Pre and post-surveys to assess the impact of PD on teacher knowledge and instructional practices, documentation of PD activities and their alignment with

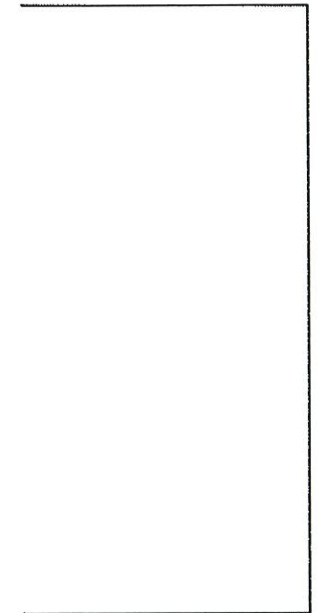
overcome challenges,
develop
social-emotional skills,
and thrive
academically.

3. Strong Leadership:
Effective school
administrators provide
strong leadership that
sets a clear vision,
establishes high
expectations, and
supports the
professional growth of
teachers and support
staff. They create a
positive and
collaborative school
culture, ensure effective
instructional practices,
and make
data-informed
decisions to improve
student outcomes. The
desired outcome is for
school administrators
to lead with integrity,
inspire a shared vision,
and create a conducive
environment for
teaching and learning.

4. Student Success:
The ultimate desired
outcome is for all
students to achieve
success academically,

individual teacher
needs and interests.
- Other Sources: PD
session evaluations,
teacher reflections
on the application of
PD learning in their
practice.

socially, and emotionally. By ensuring that students are taught by effective teachers, supported by effective support staff, and led by effective school administrators, EMMS aims to provide the necessary conditions for students to reach their full potential, develop a love for learning, and become well-rounded individuals prepared for future success.





Priority 3

Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>The importance of having a School Community Council (SCC) in place is rooted in the need for collaborative decision-making, transparent communication, and meaningful engagement between the school community and the principal to ensure a supportive and inclusive learning</p>	<p>1. Establish Clear Communication Channels:</p> <ul style="list-style-type: none"> - Develop a communication plan outlining the purpose, roles, and responsibilities of the SCC to ensure that all stakeholders are informed about the SCC's function and how they can participate. <p>2. Promote Awareness and Participation:</p> <ul style="list-style-type: none"> - Host informational sessions or workshops to educate the school community about the importance of the SCC, the benefits of participation, and how to become involved. <p>3. Diverse Representation:</p> <ul style="list-style-type: none"> - Actively seek diverse representation from parents, teachers, staff, and community members to ensure that the SCC reflects the perspectives and needs of the entire school community. 	<p>1. Establish Clear Communication Channels:</p> <ul style="list-style-type: none"> - Evidence: Completed communication plan outlining the purpose, roles, and responsibilities of the SCC. - Measurement Tools: Documentation of the communication plan, including distribution to stakeholders, feedback received, and evidence of understanding 	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

environment for all stakeholders.

4. Regular Meetings:

- Schedule regular SCC meetings at convenient times to accommodate diverse schedules and ensure consistent participation.

5. Agenda Setting:

- Collaborate with SCC members to set meeting agendas that address relevant topics, solicit input from stakeholders, and provide opportunities for open discussion.

6. Engage with the Principal:

- Facilitate regular engagement between the SCC and the school principal to ensure that the council is informed about school initiatives, policies, and challenges, and to foster open dialogue and collaboration.

7. Decision-Making Processes:

- Establish transparent decision-making processes within the SCC, ensuring that all members have the opportunity to contribute to discussions and provide input on important matters.

8. Feedback Mechanisms:

- Implement feedback mechanisms to gather input from the broader school community on key decisions and initiatives discussed within the SCC.

9. Collaborative Problem-Solving:

- Encourage the SCC to engage in collaborative problem-solving, seeking solutions to challenges and identifying opportunities for school improvement.

10. Alignment with School Priorities:

among the school community.

2. Promote Awareness and Participation:

- Evidence: Attendance records for informational sessions or workshops.
- Measurement Tools: Sign-in sheets, participant feedback forms, and pre/post-surveys to assess knowledge and attitudes about the SCC.

3. Diverse Representation:

- Evidence: Demographic data of SCC members compared to the overall school community.
- Measurement Tools: Demographic surveys, SCC membership records, and analysis of representation across stakeholder groups.

- Ensure that the SCC's activities and decisions align with the school's vision, goals, and improvement efforts, fostering a shared sense of purpose and direction.

Accountable Lead: Kim Sanders

4. Regular Meetings:

- Evidence: Meeting schedules and attendance records.
- Measurement Tools: Meeting agendas, minutes, and attendance logs to track participation and consistency of meetings.

5. Agenda Setting:

- Evidence: Meeting agendas and input from stakeholders.
- Measurement Tools: Agendas with documented input sources, feedback from SCC members and stakeholders on agenda items.

6. Engage with the Principal:

- Evidence: Records of interactions and engagements with the principal.
- Measurement Tools: Meeting logs, communication records, and feedback from SCC members on the quality and frequency of

engagement with the principal.

7. Decision-Making Processes:

- Evidence: Documentation of decision-making processes and opportunities for member input.
- Measurement Tools: Decision logs, member feedback on decision-making processes, and evidence of transparent communication around decisions.

8. Feedback Mechanisms:

- Evidence: Records of feedback collection and analysis.
- Measurement Tools: Feedback forms, surveys, and analysis of feedback data to identify trends and areas for improvement.

9. Collaborative Problem-Solving:

- Evidence: Records of collaborative

problem-solving initiatives and outcomes.

- Measurement

Tools: Case studies, problem-solving logs, and feedback from stakeholders on the effectiveness of collaborative problem-solving efforts.

10. Alignment with School Priorities:

- Evidence: SCC activities and decisions aligned with school vision and goals.

- Measurement

Tools:

Documentation of SCC initiatives, alignment with school improvement plans, and feedback from stakeholders on the perceived alignment with school priorities.

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>By the end of the school year, Ewa Makai Middle School will have implemented a comprehensive family and community engagement program that offers at least five diverse, meaningful activities per semester, resulting in a significant increase in family and community participation and demonstrable improvements in student academic achievement and overall school performance.</p>	<p>Ewa Makai Middle School is implementing a comprehensive family and community engagement program to address the identified need for increased family and community involvement in students' academic achievement and overall school performance.</p>	<ul style="list-style-type: none"> • Develop and implement a diverse calendar of family and community engagement events, including academic workshops, cultural celebrations, and career exploration fairs, scheduled at various times to accommodate different family schedules. • Expand offerings at the existing Student Transition Center to include enhanced support services for new students and their families, such as cultural integration workshops, academic catch-up sessions, and a "buddy system" to foster peer connections and promote a sense of belonging. • Implement a quarterly "Family Learning Night" series where parents and guardians can participate in hands-on activities alongside their children, focusing on core academic subjects and 21st-century skills. <p>Accountable Lead: Kim Sanders</p>	<p>Progress will be measured through regular surveys of families and community members to assess their satisfaction with and participation in school activities, as well as through tracking student academic performance data. Additionally, the school will maintain detailed attendance records for all engagement events and analyze the correlation between family/community involvement and student</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:UPLINK____, \$50,000 <input type="checkbox"/> Other:____, \$ </p>

achievement
metrics.

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★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
MTSS ML ISLA	<p>Focused Academic Interventions</p> <p>Increased Support for Diverse Learners</p> <p>Addressing the Achievement Gap</p> <p>Explicit Restorative Practices Interventions</p>	<p>MTSS and ML</p> <p>The MTSS Oversight for EXcellence in Education Team (MOXIE) will coordinate and oversee the implementation of a comprehensive, multi-tiered support system.. To address diverse learning needs, the school will expand and promote various tutoring services, including Tutor.com for on-demand academic support, UPLINK for after-school enrichment, and ML tutoring for targeted assistance in multilingual learning. These services will be integrated into the MTSS framework, ensuring that students receive appropriate support at each tier of intervention.</p> <p>ISLA</p> <p>The ISLA Team will coordinate and oversee the implementation of a comprehensive, multi-tiered support system to address student behavior by repairing damage between peers and peers with their teachers through the use of mediation and restorative practice strategies.</p>	<p>MTSS and ML: The MTSS Team will implement and monitor a comprehensive, multi-tiered support system that integrates diverse tutoring services such as Tutor.com, UPLINK, and ML tutoring. Progress will be tracked through regular data collection and analysis, including student usage rates of tutoring services, pre- and post-intervention assessments, and quarterly reviews of academic performance metrics. The team</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$20,000 <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:ISLA, \$50,000 <input type="checkbox"/> Other:____, \$ </p>

Accountable Leads:

MTSS: Dr. Shannon Kam

ISLA: Jocelyn Pajimula

will use this data to evaluate the effectiveness of interventions, adjust support strategies as needed, and ensure appropriate, targeted assistance for all students, including multilingual learners, across all tiers of intervention

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Ewa Makai Middle School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1,084 Hours

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

Yes, 4 days for teacher professional development and 1 day for parent outreach

Bell Schedule: [EMMS 2025-26 Bell Schedule](#)