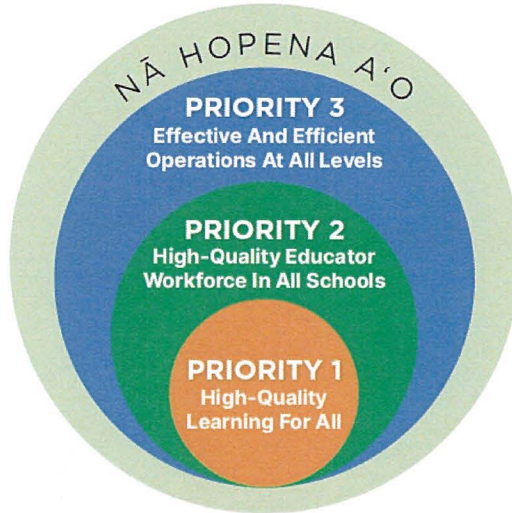


APR 08 2026



Ewa Makai Middle School Academic Plan SY 2026-2027

91-6291 Kapolei Parkway
808-509-1500
<https://www.ewamakai.org/>



- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Corey Barton	
	Date 4/07/2026

Approved by Complex Area Superintendent Jon Henry Lee	
	Date 4/8/24

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

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VIABLE QUALITY CURRICULUM

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

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

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Science 6-8			Mosa Mack	
Science 6-8			Gizmos	
Math 6-8		Khan Academy		

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 ▾
	Select One ▾	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama
 ☒ School-created template
 ☒ Other: Infinite Campus

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

- ☒ Current CNA
- ☒ Other current assessment/self-study report: WASC Mid-Visit 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:

2027

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	<u>Student Need:</u> Advancing Mathematical Skills & Closing Gaps <u>Root/Contributing Cause:</u> Reduced math support historically; inconsistent foundational skills instruction; need to determine domain-specific vs foundational deficits; variable targeting of ML/IDEA/low-level students
2	<u>Student Need:</u> Enhancing Literacy Skills (Consistency & Focus) <u>Root/Contributing Cause:</u> Lack of consistent, schoolwide literacy emphasis; uneven exposure to rich texts; inconsistent explicit instruction in inferencing and academic vocabulary
3	<u>Student Need:</u> SEL: Sense of Belonging & Emotional Regulation <u>Root/Contributing Cause:</u> Transitional adolescent challenges; inconsistent SEL implementation across classrooms

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	<u>Targeted Subgroup:</u> Multilingual Learners (ML) <u>Identified Student Need(s):</u> Focused academic interventions; increased support for diverse learners
2	<u>Targeted Subgroup:</u> High Needs Students (≥ 3 grade levels below) <u>Identified Student Need(s):</u> Intensive, research-based interventions; frequent progress monitoring
3	<u>Targeted Subgroup:</u> SPED (IDEA) Students <u>Identified Student Need(s):</u> Focused academic interventions; increased support for diverse learners



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Reduced math support historically; inconsistent foundational skills instruction; need to determine domain-specific vs foundational deficits; variable targeting of ML/IDEA/ low-level students	- Continue regular Math Data Days focused on subgroup analysis (HIDOE MLSP 7) - Implement common formative & summative assessments (HIDOE MLSP 3) - Administer IAB (interim) once a quarter. - Revise RTI/MTSS to integrate math foundational interventions and supports in advisory (HIDOE MLSP 6) - Differentiate small-group math instruction. - Prioritize moving I-Ready “yellow” math students to “green” (L2M initiative) (HIDOE MLSP 6) - Implement AVID schoolwide to create common language and strategies (WICOR) and scaffold thinking-based classrooms across math (HIDOE MLSP 3) Accountable Lead(s): Leeann Tupola, Jaystin Garcia	Math Data Day reports; subgroup trend dashboards (I-Ready bands) Assessment item analysis; MTSS fidelity checks; intervention logs; SFPT minutes Intervention attendance; progress 3 times a year% moving from yellow→green Walkthrough evidence of AVID routines increased use of AVID language in lesson plans.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	The persistent achievement gap stems from insufficient tailored academic interventions that fail to address the unique learning needs, backgrounds, and challenges of diverse student populations.	• Continue improving and revising advisory and in-class MTSS, focusing on a strong Tier 1 program. (HIDOE MLSP 4) • Quarterly data days for math and ELA departments (HIDOE MLSP 2) • Schoolwide focus on inquiry-based learning and other AVID strategies to create thinking-based classrooms over answer-based classrooms. (HIDOE MLSP 1) • Build a common understanding of scope and sequence for math and ELA. (HIDOE MLSP 3) • Increase differentiation tool box for all teachers. (HIDOE MLSP 7) Accountable Lead(s): Dr. Shannon Kam & Leeann Tupola, Christine Routon (SPED)	MTSS: Periodic fidelity checks of advisory and Tier 1 classroom practices (implementation rate); proportion of classrooms regularly using tier 1 supports with efficacy (implementation reach). Data Days: Measures: attendance and participation rate at data days; number of instructional adjustments documented per team. Initial outcomes: departments identify root causes and set SMART instructional targets for the next quarter (action plans completed). Intermediate outcomes: growth in common formative assessment (CFA) scores and percentage of students meeting grade-level standards on interim assessments (quarter-over-quarter growth of measurable percentage points)	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			Inquiry: Measures: lesson-plan audits for inquiry elements (proportion of lessons with essential question, student discourse, and formative checks); walk-through observation rubrics scoring higher-order questioning and student thinking. Initial outcomes: increased frequency of student-led questioning and collaborative problem-solving observed (baseline to target increase). Intermediate outcomes: improved depth-of-knowledge (DOK) levels in assessments, higher-quality student work samples, and rises in critical-thinking items on interim assessments.	
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Lack of comprehensive, coordinated support systems that address academic readiness, social-emotional needs, and family engagement throughout critical educational transition points.	• Counselors continue to facilitate transition meetings with the feeder elementary and high school counselors for incoming 6th as well as outgoing 8th for students of concern (HIDOE MLSP 5) • Ensure alignment for HS readiness & advanced coursework entry (HIDOE MLSP 3) • Continue the 6th Grade health and AVID electives focusing on transitioning to middle school. (HIDOE MLSP 1) • Continue the Summer Bridge program to help transition elementary students into middle school. (HIDOE MLSP 8) • SpEd: SSCs continue the spring transition meeting for students entering from elementary as well as transitioning to high school. (HIDOE MLSP 2) • Begin exploratory conversations about creating PtPs for students. (HIDOE MLSP 4) • Continue offering a family information night for transition from elementary to middle (HIDOE MLSP 5) • Dissemination of high school family night information to help 8th grade students transition to high school. (HIDOE MLSP 8) • Continue having high school students and faculty present to our students about various electives, programs, clubs, and activities (HIDOE MLSP 2)	Participation rates; pathway enrollment; student reflections Course placement data; readiness benchmarks % of students with updated portfolios (CTE)	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Accountable Lead: Emi Ancog, Shari Villaruz, Megan Rigos		
[Insert school specific desired outcome / student learning target] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Students miss school because they don't feel a strong sense of belonging or support, academic struggles, unmet social-emotional needs or family issues.	- Develop a targeted early-warning and escalation system to support the 5% of students with chronic attendance issues by providing interventions, family outreach, and monitoring. (HIDOE MLSP 6) - Implement a new initiative to lower the number of tardies. - Develop SEL activities that focus on a sense of belonging. (HIDOE MLSP 4) - Advisory teachers look through Panorama SEL survey and identify which students said they did not have an adult they felt they could go to, develop a plan to change that perception, and review next survey results to see if student perception has improved. (HIDOE MLSP 1) - Develop a parent partnership/training to help families prioritize daily, on-time attendance. - Revisit tardy policy/develop a system to reduce repeat tardiness. Accountable Lead: Emi Ancog, Jocelyn Pajimula	Chronic absentee and tardy rates SEL survey results for Sense of Belonging Number of active intervention plans.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Inconsistent expectations, responses, and supports across school settings lead to unpredictable student behavior and lost instructional time, creating the need for PBIS.	• Agree on school-wide behavior expectations and reinforcement procedures (HIDOE MLSP 6) • Implementation of a character education program through Advisory (HIDOE MLSP 4) • Teach and practice expected behaviors in classrooms: model the schoolwide expectations. (HIDOE MLSP 6) • Use brief data checks and visual supports; track weekly behavior data on a simple chart for high-risk students, and identify patterns and needed tweaks at weekly team meetings. (HIDOE MLSP 6) • Implement counselor-led coordination and support: Counselors manage tiered interventions, maintain the behavior data dashboard, and provide small-group social skills lessons and staff coaching. (HIDOE MLSP 6) • Build a system/structure to develop opportunities for community collaboration to speak with students and/or provide incentives for positive behaviors (HIDOE MLSP 8) • Create a cadre to develop a schoolwide positive reward recognition program (i.e. Minga). (HIDOE MLSP 6) Accountable Lead: Emi Ancog, Leeann Tupola, Jocelyn Pajimula	Staff agreement on PBIS adoption rate (% of staff trained/using the matrix) Number of classrooms routinely teaching/practicing expectations Weekly behavior incidents by type (tracked on team chart) Number of tiered interventions initiated and counselor-led supports delivered	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Lack of systematic integration of Hawaiian values, cultural practices, and place-based learning opportunities throughout the curriculum and school environment, resulting in disconnected learning experiences that fail to fully honor students' cultural identities and community connections.	• Add regular culturally responsive micro-lessons (5–10 minutes) to advisory that highlight Hawaiian language, stories, or local practices tied to curriculum standards. (HIDOE MLSP 3) • Use brief strengths-based shout-outs each week where students and staff publicly recognize others for demonstrating Nā Hopena A'o traits. (HIDOE MLSP 6) • Embed explicit grounding of lessons to local place and 'āina, start units with a question connecting content to community or environment. • Include short restorative prompts after conflicts (What happened? Who was affected? What do you need?) to teach responsibility and repair. (HIDOE MLSP 6) • Create a visible classroom values chart co-authored by students with examples of what each Nā Hopena A'o outcome looks like in practice. • Consider adopting a self-reflection/rating system to include the 'Āina Ulu Growth Cycle • Highlight service projects for clubs and PBL activities (HIDOE MLSP 8) Accountable Leads: Caroline Langlais, Chelsey Sambrano	Number of culturally responsive micro-lessons delivered per class (monthly) Weekly count of strengths-based shout-outs recorded schoolwide Percentage of units that include an explicit 'āina/place-based grounding question Number of restorative prompt uses and completed restorative conversations (monthly) Proportion of classrooms with a student-coauthored Nā Hopena A'o values chart visible and used	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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[Insert school specific desired outcome / student learning target] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Limited, uneven access to real-world career, community, and civic experiences across grades prevents students from developing the skills, networks, and agency needed for post-school success.	• Offer Diverse Electives : career-aligned options CTE department integration (HIDOE MLSP 3) • Incorporate Community Learning • Local partnerships • Hands-on experiences (HIDOE MLSP 4) • Organize Career Events • Annual career day • Guest speaker series (HIDOE MLSP 4) • Incorporate career and community activities within advisory (using ideas from AVID advisory curriculum) (HIDOE MLSP 4) • Foster Career Exploration • Counseling resources • Interest inventories • Encourage Civic Engagement: ○ Community service ○ Volunteer opportunities, ○ Schoolwide recycling through advisories, ○ We Vote (Mock voting for students), ○ Student government, ○ Sign waving to promote safe driving ○ CNN-10 (current event reflections) Accountable Leads: Dr. Shannon Kam (CTE), Emi Ancog (counseling and career exploration)	Electives student enrollment and course marks. Documentation of partnerships Feedback on career events from students and staff. Analysis of counseling career resources and interest inventories. Documentation of community service and volunteer opportunities (Google form for community service hours)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Uneven middle-school preparation and gaps in foundational knowledge prevent many students from entering high school ready for progressively challenging, advanced coursework tied to career pathways.	• Agree on placement criteria and pathways: Set consistent benchmarks and placement rules for advanced math. (HIDOE MLSP 3) ◦ Developing more opportunities to allow students to take advanced math. • Continue providing enrichment opportunities for all students. (HIDOE MLSP 6) • Continue strengthening our GT program for equitable, higher-quality identification, classroom differentiation, and expanded student opportunities. (HIDOE MLSP 6) • Target foundational skill instruction: Provide reteach blocks, tutoring, and formative checks focused on prerequisite skills. (HIDOE MLSP 3) • Incorporate AVID strategies schoolwide. Reinstate the AVID elective to provide targeted support to students. (HIDOE MLSP 4) • Expand acceleration and relevant electives: • Coordinate placement and monitor progress: course planning and track growth to adjust supports. (HIDOE MLSP 6) • Electives and CTE focus on professionalism for their data teams • Academy-aligned CTE courses to help prepare students for the transition to high school academies. • Create a transition to middle school elective course for all 6th graders during their first semester. (HIDOE MLSP 6)	Number/percent of students receiving enrichment opportunities each term Equity of GT identification (demographic parity vs. school population) Frequency of reteach/tutoring sessions and student attendance rates Number of students screened and approved for acceleration Course completion and growth metrics for placed students (CFA gains, grades)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Accountable Leads: Dr. Shannon Kam (GT) , Jaystin Garcia (math), Leeann Tupola (enrichment), Jocelyn Pajimula (AVID)		
1.3.3. All students graduate high school with a personal plan for their future.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
[Insert school specific desired outcome / student learning target] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
High-Quality Instruction: Ensure all students receive research-based, engaging instruction that meets individual needs. Comprehensive Support: Provide targeted academic, behavioral and social-emotional supports Strong Leadership: School leaders set vision, support staff growth, and use data to drive improvement.	The lack of consistent implementation and monitoring of research-based instructional strategies results in variability in the quality of instruction provided to students	High-Quality Instruction - Implement weekly collaborative planning where teachers co-design standards-aligned lessons with differentiation strategies and common formative assessments during department time. (HIDOE MLSP 7) - AVID schoolwide strategies (HIDOE MLSP 3) - Quarterly math and ELA data days to align instruction with data-driven analysis. (HIDOE MLSP 2) Comprehensive Support - Launch an early-warning dashboard and referral protocol that flags academic, attendance, and behavior risks for rapid intervention, using Panorama. (HIDOE MLSP 6)	Minutes and agendas from team, department, and ART meetings Usage rate and timeliness of entries in the early-warning dashboard (flags per month) Number of students enrolled in tier-3 behavioral monitoring and reduction in high-risk incident frequency Attendance and progress rates in	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		• Create a tier 3 behavioral monitoring system to better support high-risk students who require more intensive support. (HIDOE MLSP 6) • Continue refining in-class and advisory targeted small-group intervention blocks (tiered RTI) for literacy and math with progress-monitoring every 2–4 weeks. (HIDOE MLSP 1) • Establish regular SEL groups during and brief individual counseling slots managed by counselors and trained staff. (HIDOE MLSP 4) • Provide schoolwide AVID training and support. (HIDOE MLSP 7) • Align waiver days with our targeted initiatives. (HIDOE MLSP 1) • Provide mentoring for new teachers using our initiatives as the focus. (HIDOE MLSP 1) • Strong Leadership • Hold monthly data-review meetings (ART) where leaders set short-term goals, assign action steps, and monitor implementation. (HIDOE MLSP 5) • Hold monthly Department leads meetings focusing on curriculum, instruction, assessment, and MTSS best practices. (HIDOE MLSP 5) • Hold monthly team leads meetings focused on advisory and teaming best practices. (HIDOE MLSP 5)	targeted small-group RTI sessions (growth on progress checks every 2–4 weeks) Number of SEL group sessions and counselor individual slots delivered vs. planned Number of leaders completing PD on the annual development calendar and self-reported application of skills Visibility and update frequency of the improvement board and movement on tracked key indicators (monthly at ART)	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		• Provide an annual leadership development calendar with focused PD on teacher leadership skills for department and team leads. (HIDOE MLSP 1) • Implement a visible improvement board that tracks key indicators (instructional practices, supports delivered, student outcomes) and shares progress with staff. (HIDOE MLSP 1) Accountable Lead: Dr. Corey Barton		
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	Insufficient transparency and community involvement restrict educational decision-making, reducing stakeholder buy-in and creating disconnects between school initiatives and community needs.	• Establish Communication Channels • Clear roles • Stakeholder information • Promote Participation • Informational sessions • Involvement pathways • Ensure Diverse Representation • Multiple perspectives • Community reflection • Schedule Regular Meetings • Convenient timing • Consistent engagement • Collaborative Agenda Setting • Relevant topics • Open discussion • Principal Engagement • Policy information • Open dialogue • Transparent Decision-Making • Inclusive processes • Equal contribution • Implement Feedback Systems • Community input • Initiative response • Encourage Problem-Solving • Collaborative solutions • Improvement focus • Align with School Priorities • Shared vision • Purposeful direction	SCC minutes and agendas	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		Accountable Leads: Dr. Corey Barton, Chelsey Sambrano (SCC member)		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Comprehensive Engagement Program • Diverse opportunities Increased Participation • Family involvement • Community attendance Improved Student Outcomes • Academic achievement • Performance metrics Strengthened School Community • Meaningful connections • Demonstrable results	Absence of a structured, inclusive outreach system that addresses diverse family needs, cultural backgrounds, and scheduling constraints, resulting in inconsistent participation and missed opportunities for meaningful home-school partnerships that support student achievement.	• Create a diverse family engagement calendar with varied event types and flexible schedule to meet the needs of parents' working hours. • Continue to enhance the transition center's new student support, cultural integration, and peer connections. (HIDOE MLSP 8) • Conduct quarterly learning nights with core subjects (essential skills) focused with hands-on activities for increased family participation. (HIDOE MLSP 8) Accountable Lead: Dr. Corey Barton	Analyze documentation and surveys for family engagement nights and transition center events.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

(To add additional desired outcomes, duplicate this row)				
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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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
By the end of the academic year, EMMS will implement a robust Multi-Tiered System of Supports (MTSS) framework featuring clearly defined tier criteria, streamlined data collection processes, and coordinated intervention strategies, resulting in improved identification of student needs, increased academic achievement, reduced behavioral incidents, and enhanced social-emotional well-being for students. <i>(To add additional desired outcomes, duplicate this row)</i>	Inconsistent identification practices, fragmented data systems, and uncoordinated interventions prevent timely, equitable support for students, making a robust, standardized MTSS framework necessary.	- Clarify tier definitions and referral flow: Create explicit RTI-B and academic Tier 1, 2, 3 criteria and a simple referral/exit process. (HIDOE MLSP 6) - Emphasize Tier 1 as classroom practice (and not just an advisory practice): Train teachers to deliver universal instructional strategies, classroom-based behavior supports, and formative checks as core RTI/MTSS Tier 1. (HIDOE MLSP 3) - Streamline classroom data collection : Use one easy teacher-facing dashboard and brief weekly checks to flag students needing Tier 2 supports. Discuss and review these during department meetings in course-alike groups for in-class support as well as during team meetings for inter-disciplinary and advisory MTSS support. (HIDOE MLSP 2) - Align interventions with classroom instruction : Coordinate intervention plans with teachers so Tier 2/3 supports reinforce, not replace, Tier 1 practices. (HIDOE MLSP 3)	ELA and Math Data Day reports; subgroup trend dashboards (I-Ready bands) MTSS fidelity checks; intervention logs; SFPT minutes Intervention attendance; progress 3 times a year% moving from yellow→green red-yellow on iReady.	- WSF, \$ - Title I, \$ - Title II, \$ - Title III, \$ - Title IV-A, \$ - Title IV-B, \$ - IDEA, \$ - SPPA, \$ - Homeless, \$ - Grant: __, \$ - Other: __, \$

		• Strengthen advisory fidelity for Tiers 2–3: Reframe advisory to deliver high-quality Tier 2 and 3 interventions, with clear protocols, schedules, and fidelity monitoring. (HIDOE MLSP 4) • MTSS coordinator develops and monitors a Tier 3 behavioral MTSS database to help provide targeted support for students requiring intensive interventions. (HIDOE MLSP 6) [Accountable Lead: Dr. Shannon Kam		
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ewa Makai Middle School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☐ A School Community Council Meeting was conducted on ☐ **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date**

Attested:

Ewa Makai Middle School Principal	Signature	Date
Corey Barton		☐ Date

SCC Chairperson	Signature	Date
Insert name of SCC chairperson		☐ Date

SCC Recommendations to the Academic Plan and Financial Plan:

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

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

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

Attested:

SCC Chairperson	Signature	Date
Insert name of SCC chairperson		☐ Date

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	[Insert value; refer to cell D58 in the bell schedule tool]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☐ N/A, we meet the requirement



Bell Schedule SY: 2026-27

Monday - Friday	
7:45 - 9:23 am	Period
9:23 - 9:38 am	Recess
9:43 - 11:00 am	Period
11:00 - 11:30 am	Lunch A / Advisory
11:30 am - 12:00 pm	Lunch B / Advisory
12:00 - 12:30 pm	Lunch C / Advisory
12:36 - 1:53 pm	Period

Ewa Makai Middle School Bell Schedule: