

Ewa Makai Middle School 6 Year Academic Plan

Part 1: Identified Needs Area

<p>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <ul style="list-style-type: none"> • Special Education (IDEA) 	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p><i>If we focus on meeting the needs of each individual student through RTI, Visible Learning, Social-Emotional Learning and AVID, then we will see increases in our Special Education student performance to help close the achievement gap.</i></p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <ul style="list-style-type: none"> • Response to Intervention (RTI) <ul style="list-style-type: none"> ○ Schoolwide focus on Tier 1 RTI ○ Develop and implement an effective schoolwide system for monitoring RTI services ○ Create a schoolwide tracker for teacher/team RTI ○ Professional development, support and resources for in-class Tier I interventions ○ Differentiated Instruction and assessment training and support provided to staff ○ Create an online resource site dedicated to RTI ○ Develop an RTI-handbook • Data Collection and Analysis <ul style="list-style-type: none"> ○ Create course-alike common curriculum maps ○ Create course-alike common assessments ○ Increase course-alike time for in-depth data discussions ○ Conduct curriculum map and assessment audits to ensure alignment of instruction and assessment to priority standards. ○ Focus on narrowing the achievement gap through data analysis. • Visible Learning Activities <ul style="list-style-type: none"> ○ Focus on schoolwide implementation of Learning intention and success criteria ○ Focus on effective feedback to students and teachers ○ Conduct classroom walkthroughs to support Visible Learning best practices • SEL Activities (Middle School Philosophy/Whole Child)
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- Focused on building relationships with all students and improving
- **Advisory**
 - Aligned with GLO and HA
 - Incorporate SEL activities
 - school climate and culture.
- **Instructional Leadership Team**
 - Focus on collecting and analyzing schoolwide data to help improve overall student achievement and close the achievement gap.
- **AVID**
 - Promote school wide strategies to increase Writing, Inquiry, Collaboration, Organization, and Reading
 - Focus on strategies that will prepare all students for any college or career

Data Supporting Identified Needs Area:

Achievement GAP 2018-19 SBA Claims (% Meeting or Exceeding Proficiency)

Source: Hawaii Longitudinal Data Systems

ELA

Group	Listening/Speaking	Reading	Research/Inquiry	Writing
IDEA	41.67	31.25	37.50	35.42
ALL STUDENTS	84.65	74.88	78.84	82.91
GAP	42.98	43.63	41.34	47.49

MATH

Group	Problem Solving	Concepts/ Procedures	Comm. Reasoning
IDEA	32.09	16.00	40.00
ALL STUDENTS	71.43	57.72	77.19

GAP	39.34	41.72	37.19
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WASC Recommendations Mid-Visit	WASC Recommendations 2021 Visit	Alignment of Recommendations to Targeted Needs
<p>WASC Recommendations from Mid-Visit Report:</p> <ul style="list-style-type: none"> • Ewa Makai Leadership continue to refine a common understanding amongst all staff members about the mission and vision of the school, and a long-term plan for student achievement in order to address effectiveness of programs and initiatives to support all learners such as those in inclusion. • The school has identified the four needs areas for a streamlined professional development plan. Continued professional development on differentiation and Visible Learning will allow teachers to fully support learner needs at all levels. Setting clear classroom expectations and supporting the range of student learning needs will help address the level of student engagement. Levels of student engagement currently varies in the classrooms. • Refinement of the school’s RTI process. There is a desire on the part of the teachers to accommodate all learners. The school would benefit in reflecting on its current RTI structure and differentiation strategies being implemented at all tiers. 		

Part 2: School Design and Student Voice

<p>Describe your complex/school contexts for School Design and Student Voice</p> <p>School Design The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment and in powerful applied learning practices aligned to college and career goals.</p> <p>Student Voice Students’ perspectives and aspirations are highly valued in the classroom, school, and community, and influence the design of educational programs, learning experiences, and school structure through student choice practices. Leaders’ decisions are informed by student input.</p>	<p>Describe your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.</p> <p>School Design</p> <ul style="list-style-type: none"> ● Response to Intervention <ul style="list-style-type: none"> ○ Ensures every student is provided access to a rigorous, highly-engaging curriculum by providing targeted, systematic research-based interventions to students as soon as they demonstrate need. ● Visible Learning <ul style="list-style-type: none"> ○ All students are reflecting on their learning by using the Learning Intentions and Success Criteria ○ Students are collaborating and giving effective feedback ○ Students who are not successful will be provided different strategies to improve their learning ● AVID <ul style="list-style-type: none"> ○ All students are provided and are strategies in Writing, Inquiry, Collaboration, Organization, and Reading to access rigorous curriculum. <ul style="list-style-type: none"> ■ Focused Note Taking ■ Critical Reading Strategies <p>Student Voice</p> <ul style="list-style-type: none"> ● Social-Emotional Learning: <ul style="list-style-type: none"> ○ Choose Love Advisory Curriculum ○ Health and Wellness Days ○ Understanding the importance of incorporating SEL strategies across the curriculum ○ CASEL resources 	<p>Describe your Conditions for Success for School Design and Student Voice</p> <p>School Design</p> <ul style="list-style-type: none"> ● Responsive to Intervention <ul style="list-style-type: none"> ○ Improved course marks, attendance, and grades ○ Pacing guides and curriculum maps focused on interventions and differentiation ● Visible Learning <ul style="list-style-type: none"> ○ Improved course marks ○ Pacing guides to include Learning Intentions and Success Criteria, Student Data Tracker with Reflection ● AVID <ul style="list-style-type: none"> ○ Improved course marks ○ Pacing guides to include AVID strategies <p>Student Voice</p> <ul style="list-style-type: none"> ● Social-Emotional Learning: <ul style="list-style-type: none"> ○ Scores on school climate surveys improve. ○ Lower numbers of behavioral instances ○ Higher attendance rates
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Part 3: Six Year Plan

Why you are implementing them?

- **To close the gap between IDEA and General Education students in Math and ELA.**
- **To provide a practice that integrates assessment and intervention within a schoolwide, multi-tiered prevention system to maximize student achievement.**
- **To improve data-driven decision making and progress monitoring at the student, class, and schoolwide level.**
- **To screen students receiving core instruction and provide more intensive, targeted supports to identified students.**
- **To design and implement culturally-responsive RTI tools.**
- **80% of observed teachers provide timely, effective feedback to students on a regular basis**

How will you know that they are causing an improvement?

- **SBA performance will increase for both General Education and IDEA students.**
- **Student course marks will improve.**
- **Student behavioral instances will decrease.**
- **Teachers will engage in deeper, more effective data-decision making practices.**
- **Interventions will more effectively align with student needs**

Year 1: SY 2020-21

Measurable Outcomes

- **By when** - May 2021
- **How the change will be measured**
 - 1) 5% decrease in ELA and Math SBA claims gap rates between IDEA and all students.

ELA (Decrease in Gap Rate)		
	Original Gap	2021 (5%)
Listening/ Speaking	42.98	40.83
Reading	43.63	41.45
Research/ Inquiry	41.34	39.27
Writing	47.49	45.12

Math (Decrease in Gap Rate)		
	Original Gap	2021 (5%)
Problem Solving	39.34	37.37
Concepts/ Procedures	41.72	39.63
Comm. Reasoning	37.19	35.33

Focus Area	Next Steps	Lead	Supporting Data
Systems and Supports	<ul style="list-style-type: none"> • Who Will Change: Leadership Teams • What will change: Effectiveness and clarity of structures and systems for school wide governance. • Review and refine the roles and responsibilities, clearly delineating the duties of the Instructional Leadership Team (ILT) versus the Operational Leadership team (OLT). • Provide staff with clear overview of ILT and OLT responsibilities. • Increase support and accountability for professional development. Develop system and criteria for monitoring PD effectiveness and alignment with school needs. • Revisit and realign pacing guides and curriculum maps to better meet 4 focus areas and student needs. 	Kim Sanders	<ul style="list-style-type: none"> • ILT Minutes • OLT Minutes • PD calendar • Pacing Guides/Curriculum Maps • Focus Group Minutes • EL Notes

	<ul style="list-style-type: none"> ● Align professional development with each focus group and allow focus groups to design PD sessions based on their analysis of school needs ● Focus groups design clear and effective systems for analyzing data to determine which PD sessions should be conducted as well as the effectiveness of these sessions. ● ILT creates a cohesive, school wide system to hold both teachers and students accountable for reflecting on their own learning. ● Leadership teams creates more opportunities for EL support within the school as well as increase opportunities for EL family and community support. 		
RTI	<ul style="list-style-type: none"> ● Who will change - all teachers and students ● What will change - ● 1) teachers will understand their role in implementing Tier 1 strategies within the classroom and be provided with support and training to do so. ● 2) Teachers will design common formative assessments and use this data 	Shannon Kam	<ul style="list-style-type: none"> ● RTi Professional Development and Training Notes/Agendas ● Teacher/Team support Logs by RTI Coordinator ● RTI Tracker Data ● RTI Problem-Solving Team Documents ● Common Course-Alike Curriculum Maps

	<p>to adjust instruction and design appropriate interventions.</p> <ul style="list-style-type: none"> ● 3) Teams and teachers will improve documentation and monitoring practices through the use of an online RTI tracker. ● 4) Teachers will improve their alignment of Tier 1 academic and behavioral interventions to the student's needs. ● 5) Establish an RTI-problem solving team tasked with helping teachers and teams navigate through every step of the RTI process. ● 6) Design culturally-responsive tools and practices within the RTI framework. ● 7) Develop a systematic way for measuring student strengths and needs. 		<ul style="list-style-type: none"> ● Common Formative Assessment Results ● Course-alike data team minutes ● ELA/Math SBA IAB ● Achieve 3000 Lexile changes over time ● iReady creener reports
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<p>Visible Learning</p>	<ul style="list-style-type: none"> ● Who will change - Teachers and Students What will change - Teachers will learn strategies to improve Teacher Clarity through improving their effective feedback processes. ● . Students will become more aware of their learning progressions through timely, effective feedback provided by their teachers. ● By how much - how much change will be realistically achieved? <ul style="list-style-type: none"> ○ 95% of courses will have LISC built into the curriculum maps ○ 90% of students know what they're learning and where they are in their learning ○ 80% of observed teachers provide timely, effective feedback to students on a regular basis. ● By when - May 2021 	<p>Leeann Manuel</p>	
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	<ul style="list-style-type: none"> • How the change will be measured - Curriculum maps, student walkthroughs, and survey 		
AVID	<ul style="list-style-type: none"> • Who will change - teacher and students • What will change - teacher will understand that effective strategies helps students be more College and Career ready • Teachers will increase their cross-curricular activities • Teachers will focus on timely, effective feedback as part of the learning process. • Teachers will provide students with more opportunities to reflect on their own learning. • By how much - how much change will be realistically achieved? • 90% of teachers using WICOR strategies By when - end of the year 	Leeann Manuel	

	<ul style="list-style-type: none"> • How the change will be measured - surveys, teacher evidence that will go in to the CCI, student samples, WICOR share party 		
SEL	<ul style="list-style-type: none"> • Who will change - teachers and students • What will change - 100% of EMMS teachers be trained in and implement at least 5 Choose Love activities during advisory • By when - End of SY 2021 • How the change will be measured - the surveys, classroom observations. 	Shannon Kam	<ul style="list-style-type: none"> • SEL Minutes • Classroom Walkthroughs • Student Surveys

Year 2: SY 2021-22

Measurable Outcomes

- **By when** - May 2022
- **How the change will be measured**
 - 2) 8% decrease in ELA and Math SBA claims gap rates between IDEA and all students.

ELA (Decrease in Gap Rate)	
	2022 (8%)
Listening/ Speaking	37.56
Reading	38.13
Research/ Inquiry	36.12
Writing	32.51

Math (Decrease in Gap Rate)	
	2022 (8%)
Problem Solving	34.38
Concepts/Procedures	36.45
Comm. Reasoning	32.50

Focus Area	Next Steps	Lead	Supporting Data
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System and Supports	<ul style="list-style-type: none"> ● Who Will Change: Leadership Teams ● What will change: Effectiveness and clarity of structures and systems for school wide governance ● Review and refine systems for implementing and monitoring effectiveness of PD ● Review and refine curriculum maps and pacing guide alignment. ● Review and revise alignment to four focus group areas, improving accountability of implementation. ● Review and improve systems for collecting and analyzing student data. ● Increase number of peer classroom walkthroughs with the intent of collecting and analyzing data aligned to student needs. 	Kim Sanders	<ul style="list-style-type: none"> ● ILT Minutes ● OLT Minutes ● PD calendar ● Pacing Guides/Curriculum Maps ● Focus Group Minutes ● EL Notes
RTI	<ul style="list-style-type: none"> ● Who will change - all teachers and students ● What will change ● 1) Continue implementing Tier 1 in-class strategies with efficacy and fidelity. ● 2) Review and revise RTI tracking and documentation system 	Shannon Kam	<ul style="list-style-type: none"> ● RTi Professional Development and Training Notes/Agendas ● Teacher/Team support Logs by RTI Coordinator ● RTI Tracker Data ● RTI Problem-Solving Team Documents ● Common Course-Alike Curriculum Maps

	<ul style="list-style-type: none"> ● 3) Review and refine common formative assessments to improve data team practices. ● 4) Review and revise common curriculum maps to improve alignment between standards and instruction to improve intervention alignment to student need. ● 5) Provide training, support, and resources to help teachers implement Tier 2 interventions and groupings. ● 6) Provide training and support on designing differentiated assessments.⁷ ● 7) Review and refine the RTI problem-solving team practices. ● 8) Review and revise culturally-responsive RTI practices. ● 9) Reduce the time students wait to receive necessary instruction and intervention. 		<ul style="list-style-type: none"> ● Common Formative Assessment Results ● Course-alike data team minutes ● ELA/Math SBA IAB ● Achieve 3000 Lexile changes over time ● iReady Reports
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<p>AVID</p>	<ul style="list-style-type: none"> ● Who will change - teacher and students ● What will change - teacher will understand that effective strategies helps students be more College and Career ready ● Teachers will increase their cross-curricular activities ● Teachers will focus on timely, effective feedback as part of the learning process. ● Teachers will provide students with more opportunities to reflect on their own learning. ● By how much - how much change will be realistically achieved? <ul style="list-style-type: none"> ■ 100% of teachers using WICOR strategies By when - end of the year ● How the change will be measured - surveys, teacher evidence that will go in to the CCI, student samples, WICOR share party 	<p>Leeann Manuel</p>	
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<p>Visible Learning</p>	<ul style="list-style-type: none"> ● Who will change - Teachers and Students ● What will change - Teachers will learn strategies to improve Teacher Clarity through improving their effective feedback processes. ● . Students will become more aware of their learning progressions through timely, effective feedback provided by their teachers. ● By how much - how much change will be realistically achieved? <ul style="list-style-type: none"> ○ 100% of courses will have LISC built into the curriculum maps ○ 95% of students know what they're learning and where they are in their learning ○ 85% of observed teachers provide timely, effective feedback to students on a regular basis. 	<p>Leeann Manuel</p>	
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SEL	<ul style="list-style-type: none"> • Who will change - teachers and students • What will change - 100% of EMMS implement Choose Love Activities monthly during advisory • By when - End of SY 2022 • How the change will be measured - the surveys, classroom observations 	Shannon Kam	<ul style="list-style-type: none"> • SEL Minutes • Classroom Walkthroughs • Student Surveys
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Year 3: SY 2022-23

Measurable Outcomes

<ul style="list-style-type: none"> ○ By when - May 2023 ○ How the change will be measured <ul style="list-style-type: none"> 3) 12% decrease in ELA and Math SBA claims gap rates between IDEA and all students.
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ELA (Decrease in Gap Rate)	
	2023 (12%)
Listening/ Speaking	33.05

Reading	33.55
Research/ Inquiry	31.79
Writing	28.61

Math(Decrease in Gap Rate)	
	2023 (12%)
Problem Solving	30.25
Concepts/Procedures	32.08
Comm. Reasoning	28.60

Focus Area	Next Steps	Lead	Supporting Data
System and Supports	<ul style="list-style-type: none"> ● Who Will Change: Leadership Teams ● What will change: Effectiveness and clarity of structures and systems for school wide governance ● Review and refine systems for implementing and monitoring effectiveness of PD ● Conduct an intensive curriculum map and pacing guide audit. 	Kim Sanders	<ul style="list-style-type: none"> ● ILT Minutes ● OLT Minutes ● PD calendar ● Pacing Guides/Curriculum Maps ● Focus Group Minutes ● EL Notes

	<ul style="list-style-type: none"> ● Review and revise alignment to four focus group areas, improving accountability of implementation. ● Review and improve systems for collecting and analyzing student data to include both classroom level and schoolwide data ● Increase number of peer classroom walkthroughs with the intent of collecting and analyzing data aligned to student needs. ● Conduct an intensive analysis of gap areas in assessment, curriculum, and instruction and create a plan to address these area 		
RTI	<ul style="list-style-type: none"> ● Who will change - all teachers and students ● What will change 1) Review and revise RTI tracking and documentation improving the effectiveness of Tier 1 and Tier 2 interventions. ● Conduct a thorough curriculum map and assessment audit focusing on standards alignment, interventions, and enrichments. 	Shannon Kam	<ul style="list-style-type: none"> ● RTi Professional Development and Training Notes/Agendas ● Teacher/Team support Logs by RTI Coordinator ● RTI Tracker Data ● RTI Problem-Solving Team Documents ● Common Course-Alike Curriculum Maps ● Common Formative Assessment Results ● Course-alike data team minutes

	<ul style="list-style-type: none"> ● Provide additional training, support, and resources to help teachers improve Tier 1 and Tier 2 interventions. ● Review and revise the schoolwide RTI referral and support system5) Review and refine the RTI problem-solving team practices. ● Review and refine culturally-responsive RTI practices. ● Improve close monitoring and documentation of student responses to research-based instruction in all classroom settings. 		<ul style="list-style-type: none"> ● ELA/Math SBA IAB ● Achieve 3000 Lexile changes over time ● Ready screener reports
AVID	<ul style="list-style-type: none"> ● Who will change - teacher and students ● What will change - teacher will understand that effective strategies helps students be more College and Career ready ● Teachers will increase their cross-curricular activities 	Leeann Manuel	

	<ul style="list-style-type: none"> • Teachers will focus on timely, effective feedback as part of the learning process. • Teachers will provide students with more opportunities to reflect on their own learning. • By how much - how much change will be realistically achieved? 100% of teachers using WICOR strategies By when - end of the year • How the change will be measured - surveys, teacher evidence that will go in to the CCI, student samples, WICOR share party 		
Visible Learning	<ul style="list-style-type: none"> • Who will change - Teachers and Students • What will change - Teachers will learn strategies to improve Teacher Clarity through improving their effective feedback processes. 	Leeann Manuel	

	<ul style="list-style-type: none">● . Students will become more aware of their learning progressions through timely, effective feedback provided by their teachers.● By how much - how much change will be realistically achieved?<ul style="list-style-type: none">○ 100% of courses will have LISC built into the curriculum maps○ 100% of students know what they're learning and where they are in their learning○ 95% of observed teachers provide timely, effective feedback to students on a regular basis. By when - May 2023○ How the change will be measured - Curriculum maps, student walkthroughs, and surveys.		
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SEL	<ul style="list-style-type: none"> ● Who will change - teachers and students ● What will change - 100% of EMMS implement Choose Love Activities weekly ● By when - End of SY 2023 ● How the change will be measured - the surveys, classroom observations 	Shannon Kam	<ul style="list-style-type: none"> ● SEL Minutes ● Classroom Walkthroughs ● Student Surveys
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Year 4: SY 2023-24

Measurable Outcomes

<ul style="list-style-type: none"> ○ By when - May 2024 ○ How the change will be measured <ul style="list-style-type: none"> 4) 12% decrease in ELA and Math SBA claims gap rates between IDEA and all students.
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ELA (Decrease in Gap Rate)	
	2024 (16%)
Listening/ Speaking	27.76
Reading	28.18
Research/ Inquiry	26.70
Writing	24.03

Math(Decrease in Gap Rate)	
	2024 (16%)
Problem Solving	25.41
Concepts/Procedures	26.94
Comm. Reasoning	24.02

Focus Area	Next Steps	Lead	Supporting Data
System and Supports	<ul style="list-style-type: none"> • Who Will Change: Leadership Teams • What will change: Effectiveness and clarity of structures and systems for school wide governance 	Kim Sanders	<ul style="list-style-type: none"> • ILT Minutes • OLT Minutes • PD calendar • Pacing Guides/Curriculum Maps • Focus Group Minutes • EL Notes

	<ul style="list-style-type: none"> ● Review and refine systems for implementing and monitoring effectiveness of PD ● Conduct an intensive audit of all school programs, determining which ones are effective and which should no longer be used. ● Conduct an intensive curriculum map and pacing guide audit focusing on formative and summative assessments. ● Review and revise alignment to four focus group areas, improving accountability of implementation. ● Review and improve systems for collecting and analyzing student data to include both classroom level and schoolwide data ● Increase number of peer classroom walkthroughs with the intent of collecting and analyzing data aligned to student needs. 		
RTI	<ul style="list-style-type: none"> ● Who will change - all teachers and students ● What will change ● 1) Review and revise RTI tracking and documentation improving the effectiveness of Tier 1-3 interventions. 	Shannon Kam	<ul style="list-style-type: none"> ● Ti Professional Development and Training Notes/Agendas ● Teacher/Team support Logs by RTI Coordinator ● RTI Tracker Data ● RTI Problem-Solving Team Documents

	<ul style="list-style-type: none"> ● 2) Conduct a thorough curriculum map and assessment audit focusing on standards alignment, interventions, and enrichments. Create a plan to address any gaps in differentiation and intervention noted in maps. ● 3) Provide additional training, support, and resources to help teachers improve Tier 1 and Tier 2 interventions. ● 4) Review and revise the schoolwide RTI referral and support system. ● 5) Review and refine the RTI problem-solving team practices. ● 6) Focus on improving Tier 3 programs ● By when - May 2024 ● How the change will be measured ● 16% decrease in ELA and Math SBA claims gap rates between IDEA and all students. 		<ul style="list-style-type: none"> ● Common Course-Alike Curriculum Maps Common Formative Assessment Results ● Course-alike data team minutes ● ELA/Math SBA IAB ● Achieve 3000 Lexile changes over time ● iReady screener reports
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<p>AVID</p>	<ul style="list-style-type: none"> ○ Who will change - teacher and students ○ What will change - teacher will understand that effective strategies helps students be more College and Career ready ○ Teachers will increase their cross-curricular activities ○ Teachers will focus on timely, effective feedback as part of the learning process. ○ Teachers will provide students with more opportunities to reflect on their own learning. By how much - how much change will be realistically achieved? 100% of teachers using WICOR strategies By when - end of the year ○ How the change will be measured - surveys, teacher evidence that will go in to the 	<p>Leeann Manuel</p>	
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	<p>CCI, student samples, WICOR share party</p> <ul style="list-style-type: none"> ○ 		
Visible Learning	<ul style="list-style-type: none"> ● Who will change - Teachers and Students ● What will change - Teachers will learn strategies to improve Teacher Clarity through improving their effective feedback processes. ● . Students will become more aware of their learning progressions through timely, effective feedback provided by their teachers. ● By how much - how much change will be realistically achieved? 100% of observed teachers provide timely, effective feedback to students on a regular basis. 	Leeann Manuel	

	<p>100% of pacing guides will align with VL best practices</p> <p>100% of teachers will be trained in using effect size to select best instructional practices</p> <ul style="list-style-type: none"> ● By when - May 2024 ● How the change will be measured - Curriculum maps, student walkthroughs, and surveys. 		
SEL	<ul style="list-style-type: none"> ○ Who will change - teachers and students ○ What will change - 100% of EMMS implement Choose Love activities as the primary advisory curriculum ○ 50% of teachers consistently implement SEL activities in their core content areas. ○ By when - End of SY 2024 	Shannon Kam	<ul style="list-style-type: none"> ● SEL Minutes ● Classroom Walkthroughs ● Student Surveys

	<ul style="list-style-type: none"> ○ How the change will be measured - the surveys, classroom observations 		
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Year 5: SY 2024-25

Measurable Outcomes

<ul style="list-style-type: none"> ○ By when - May 2025 ○ How the change will be measured <ul style="list-style-type: none"> 5) 20% decrease in ELA and Math SBA claims gap rates between IDEA and all students.
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ELA (Decrease in Gap Rate)	
	2025 (20%)
Listening/ Speaking	22.20
Reading	22.54
Research/ Inquiry	21.36

Writing	19.22
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Math(Decrease in Gap Rate)	
	2025 (20%)
Problem Solving	20.33
Concepts/Procedures	21.55
Comm. Reasoning	19.21

Focus Area	Next Steps	Lead	Supporting Data
System and Supports	<ul style="list-style-type: none"> • Who Will Change: Leadership Teams • What will change: Effectiveness and clarity of structures and systems for school wide governance • Review and refine systems for implementing and monitoring effectiveness of PD • Review and refine pacing guides and curriculum maps • Review accountability measures and create a plan to improve accountability. • Review and improve systems for collecting and analyzing student data t 	Kim Sanders	<ul style="list-style-type: none"> • ILT Minutes • OLT Minutes • PD calendar • Pacing Guides/Curriculum Maps • Focus Group Minutes • EL Notes

	<ul style="list-style-type: none"> ● Increase number of peer classroom walkthroughs with the intent of collecting and analyzing data aligned to student needs. Conduct an intensive analysis of gap areas in assessment, curriculum, and instruction and create a plan to address these areas. ● 		
RTI	<ul style="list-style-type: none"> ● Who will change - all teachers and students ● What will change ● 1) Review and revise RTI tracking and documentation improving the effectiveness of Tier 1-3 interventions. ● 2) Conduct a thorough curriculum map and assessment audit focusing on standards alignment, interventions, and enrichments. Create a plan to address any gaps in differentiation and intervention noted in maps ● 3) Provide additional training, support, and resources to help teachers improve all tiers. 	Shannon Kam	<ul style="list-style-type: none"> ● RTi Professional Development and Training Notes/Agendas ● Teacher/Team support Logs by RTI Coordinator ● RTI Tracker Data ● RTI Problem-Solving Team Documents ● Common Course-Alike Curriculum Maps ● Common Formative Assessment Results Course-alike data team minutes ● ELA/Math SBA IAB ● Achieve 3000 Lexile changes over time ● iReady screener reports

	<ul style="list-style-type: none"> ● 4) Review and revise the schoolwide RTI referral and support system. ● 5) Review and refine the RTI problem-solving team practices. 		
AVID	<ul style="list-style-type: none"> ○ Who will change - teacher and students ○ What will change - teacher will understand that effective strategies helps students be more College and Career ready ○ Teachers will increase their cross-curricular activities ○ Teachers will focus on timely, effective feedback as part of the learning process. ● Teachers will provide students with more opportunities to reflect on their own learning. ● By how much - how much change will be realistically achieved?100% of 	Leeann Manuel	

	<p>teachers using WICOR strategies By when - end of the year</p> <ul style="list-style-type: none"> • How the change will be measured - surveys, teacher evidence that will go in to the CCI, student samples, WICOR share party 		
Visible Learning	<ul style="list-style-type: none"> • Who will change - Teachers and Students • What will change - Teachers will learn strategies to improve Teacher Clarity through improving their effective feedback processes. • . Students will become more aware of their learning progressions through timely, effective feedback provided by their teachers. • By how much - how much change will be realistically achieved? 100% of observed teachers provide timely, effective 	Leeann Manuel	

	<p>feedback to students on a regular basis.</p> <p>100% of pacing guides will align with VL best practices</p> <p>100% of teachers will be trained in using effect size to select best instructional practices</p> <p>Conduct an intense audit regarding the efficacy of VL implementation and develop a plan for addressing any deficits.</p> <ul style="list-style-type: none"> ● By when - May 2025 ● How the change will be measured - Curriculum maps, student walkthroughs, and surveys. 		
SEL	<ul style="list-style-type: none"> ● Who will change - teachers and students ● What will change - 100% of EMMS implement Choose Love activities as the primary advisory curriculum 	Shannon Kam	<ul style="list-style-type: none"> ● SEL Minutes ● Classroom Walkthroughs ● Student Surveys

	<ul style="list-style-type: none"> • 80% of teachers consistently implement SEL activities in their core content areas. • By when - End of SY 2025 • How the change will be measured - the surveys, classroom observations 		
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Year 6: SY 2025-26

Measurable Outcomes

<ul style="list-style-type: none"> ○ By when - May 2026 ○ How the change will be measured <ul style="list-style-type: none"> 6) 24% decrease in ELA and Math SBA claims gap rates between IDEA and all students.
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ELA (Decrease in Gap Rate)	
	2026 (24%)

Listening/ Speaking	16.87
Reading	17.13
Research/ Inquiry	16.23
Writing	14.60

Math(Decrease in Gap Rate)	
	2026 (24%)
Problem Solving	15.45
Concepts/Procedures	16.38
Comm. Reasoning	14.60

Focus Area	Next Steps	Lead	Supporting Data
System and Supports	<ul style="list-style-type: none"> Who Will Change: Leadership Teams What will change: Effectiveness and clarity of structures and systems for school wide governance Review and revise all accountability systems and create a plan for improvement. Review and revise data collection and analysis practices for student data 	Kim Sanders	<ul style="list-style-type: none"> ILT Minutes OLT Minutes PD calendar Pacing Guides/Curriculum Maps Focus Group Minutes EL Notes
RTI	<ul style="list-style-type: none"> Who will change - all teachers and students What will change Complete review and revision of all RTI practices including: <ul style="list-style-type: none"> Tier 1 and 2 classroom supports 	Shannon Kam	<ul style="list-style-type: none"> RTi Professional Development and Training Notes/Agendas Teacher/Team support Logs by RTI Coordinator RTI Tracker Data

	<ul style="list-style-type: none"> ■ Tier 3 supports ■ Teaching training and support ■ RTI referral processes and systems <ul style="list-style-type: none"> ● By when - May 2026 		<ul style="list-style-type: none"> ● RTI Problem-Solving Team Documents ● Common Course-Alike Curriculum Maps ● Common Formative Assessment Results ● Course-alike data team minutes ● ELA/Math SBA IAB ● Achieve 3000 Lexile changes over time ● iReady screener reports
AVID	<ul style="list-style-type: none"> ○ Who will change - teacher and students ○ What will change - teacher will understand that effective strategies helps students be more College and Career ready ○ Teachers will increase their cross-curricular activities ○ Teachers will focus on timely, effective feedback as part of the learning process. ○ Teachers will provide students with more opportunities to reflect on their own learning. ○ By how much - how much change will be realistically achieved? 100% of teachers using WICOR strategies By when - end of the year ○ How the change will be measured - surveys, teacher evidence that will go in to the CCI, student samples, WICOR share party 	Leeann Manuel	

Visible Learning	<ul style="list-style-type: none"> • Who will change - Teachers and Students • What will change - Teachers will learn strategies to improve Teacher Clarity through improving their effective feedback processes. Students will become more aware of their learning progressions through timely, effective feedback provided by their teachers. • By how much - how much change will be realistically achieved? <ul style="list-style-type: none"> 100% of observed teachers provide timely, effective feedback to students on a regular basis. 100% of pacing guides will align with VL best practices 100% of teachers will be trained in using effect size to select best instructional practices Conduct an intense audit regarding the efficacy of VL implementation and develop a plan for addressing any deficits. • By when - May 2026 • How the change will be measured - Curriculum maps, student walkthroughs, and surveys. • 	Leeann Manuel	
SEL	<ul style="list-style-type: none"> ○ Who will change - teachers and students ○ What will change - 100% of EMMS implement Choose Love activities as the primary advisory curriculum 	Shannon Kam	<ul style="list-style-type: none"> • SEL Minutes • Classroom Walkthroughs • Student Surveys

	<ul style="list-style-type: none">○ 80% of teachers consistently implement SEL activities in their core content areas.○ By when - End of SY 2025○ How the change will be measured - the surveys, classroom observations		
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