



Three-Year (3) Academic Plan 2017-2020

Moanalua - Aiea - Radford

Moanalua Middle School

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Submitted by Wayne Guevara	Date
Signature on File	4.24.2017

Approved by John Erickson	Date
Signature on File	4.24.2017

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Where are we now Mustangs?

Prioritize school’s needs as identified in one or more of the following needs assessments:

- **MMS WASC Self Study**
(Submitted: 1-16-17)
- **MMS Comprehensive Needs Assessment**
(Completed: 1-23-17)
- [Combined Growth Areas from MMS WASC Self-Study and MMS CNA](#)
 - **WASC Visiting Committee Report for MMS** (Draft: 3-2-17)

1. Need: Continue to stress “common awareness, common understanding, common language, and common practice” (Dr. Baker, BERCC) of school initiatives to ensure consistent practice across all classrooms (**WASC Schoolwide Critical Area #1**; Growth Area #14 in **MMS WASC Self-Study and MMS CNA**).
 - a. Continue to prioritize school initiatives in relation to the school’s vision, mission, and goals and plan for a rigorous and reasonable implementation timeline to maximize faculty and student success (**WASC Schoolwide Critical Area #4**; Growth Area #2 in **MMS WASC Self-Study and MMS CNA**).
 - b. Continue to revisit school initiatives through the ART process to ensure that MMS is focusing on the purpose of the initiative or program (Growth Area #1 in **MMS WASC Self-Study and MMS CNA**).
2. Need: Continue to support and encourage the collegial relationships, access to quality materials and professional development, and independence that nurture our PLCs (Growth Area #13 in **MMS WASC Self-Study and MMS CNA**).
3. Need: Continue to strive for 80 percent proficient or higher passing rates and a single digit proficiency gap by disaggregating and using student data to inform instruction (**WASC Schoolwide Critical Area #2**; Growth Area #19 in **MMS WASC Self-Study and MMS CNA**; **Statewide Indicator: Academic Achievement and Achievement Gap**; and **AMR Complex Focus Area: Implement CSSS/RTI**).
4. Need: Improve school culture, climate, and pride by explicitly incorporating GLOs so they are consistent and an integral part of school culture (**WASC Schoolwide Critical Area #3**; Growth Area #35 in **MMS CNA**).

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted subgroups and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

(HOLD OFF) not sure how this section will look like yet. Questions sent to State.

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ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name of ART Team Accountable Lead	Title of ART Team Accountable Lead (just mie notes)
1. Wayne Guevara	1.
2. Bryantt Bernardo	2. RTI, Counseling, Co-Teaching, SpEd, ELL?
3. Gordon Nakamori	3. Thinking Maps
4. Joann Fu	4. Technology, Media, 1:1
5. Al Perez	5. Tripod, Roster Verification, Testing, NAEP, MMS Website, Induction and Mentoring
6. Constance Mie Murakami	6. Literacy, ELA, SS, Sci, Fine Arts, Co-Teaching, BERC, GLO?, Reading? (Reading Mentor, Extreme Reading), Student Achievement Data (state and schoolwide)
7. Julia Mew	7. Math
8. Kristina Lee	8. STEAM, CTE
9. VP - Jarrett Honjiyo	9.
10. VP - Audrey Ragragola	10.

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

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years, by SY 2019-2020	Rationale:
<p>On the State Strategic Plan, MMS will strive for...</p> <ul style="list-style-type: none"> ● <i>ELA Proficiency will be 88% with a Gap of 13%.</i> ● <i>Math Proficiency will be 79% with a Gap of 12%.</i> ● <i>Science Proficiency will be 78% with a Gap of 15%.</i> ● <i>School Climate will be 89%.</i> 	<p>The MMS three-year outcomes for Goal 1 are directly in line with the statewide indicator: Academic Achievement and Achievement Gap. The specific target percentages were chosen by using the 50% Method that was outlined in the target setting guidance.</p> <p>The academic achievement and achievement gap targets are a direct result of MMS fulfilling the school’s top two identified needs: support our PLCs so that they can implement focused and consistent school initiatives to increase student success. These two identified needs were surfaced by the faculty through following the processes for both WASC and CNA. The WASC visiting committee also surfaced “consistent practice across all classrooms” as a Schoolwide Critical Area.</p> <p>The academic and achievement gap targets also directly address the AMR Complex Focus Area of CSSS and RTI. This is the third identified MMS need for student proficiency on classroom assessments to be 80% passing or higher with gaps of single digits or less. A Schoolwide Critical Area from WASC also calls for the school “to disaggregate and use student data to ensure all gap groups’ needs are being met.”</p> <p>The School Climate targets are directly related to the fourth and final MMS identified student need to improve MMS culture, climate, and pride. The WASC visiting committee further added to “explicitly incorporate GLOS so that they are consistent and an integral part of the school culture” as a Schoolwide Critical Area.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>On the State Strategic Plan, the MMS ELA Proficiency will be:</p> <p>1st Year: at least 80% with a Gap of 22% or less.</p> <p>2nd Year: at least 84% with a Gap of 18% or less.</p> <p>3rd Year: at least 88% with a Gap of 13% or less.</p>	<p><u>School-wide Literacy</u></p> <p>1. School-wide Literacy (ELA, SS, SCI, CTE): Students will read two sequenced/paired readings and two revision writings in each subject per quarter.</p> <p>2. School-wide Literacy (ELA, SS, SCI, CTE): Teachers will continue to post two sequenced readings and two revision writing grades in Jupiter Grades per quarter.</p> <p><u>ELA Listening</u></p> <p>3. ELA Targets: _____ Common Listening Activities per quarter per PLC.</p> <ul style="list-style-type: none"> ● Students should be able to answer simple, text-dependent questions (DOK1) ● Students should be able to list three to five details from memory. ● Students should be able 	<p>1 -3: SY 2017-20</p>	<p>1 & 2: CC</p> <p>3. ELA DH, CC</p>	<p><input checked="" 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"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>For All Enabling Activities On Common Quarter Assessments, departments will strive to post student achievement passing rates of 80% or higher with single digit gaps. Formative data should inform teachers as to how the students are progressing in the interim. Ex. "MMS Honor Roll"</p> <p>Quarter Assessments should:</p> <ul style="list-style-type: none"> ● address major learnings for the quarter (major learnings should address enough breadth to give teachers sufficient, useful data to gauge student learnings for the quarter) ● provide common ground for teachers to compare/contrast instructional strategies and assessment results ● precipitate discussions on clarifying what

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	<p>to sequence events.</p> <ul style="list-style-type: none"> ● Students should be able to list causal actions. ● Students should be able to infer (use accurate information from the listening coupled with personal/first hand knowledge) to convincingly answer comprehension questions 				<p>students should know and be able to do, best instructional strategies, and alternative instructional activities</p> <ul style="list-style-type: none"> ● be formative data from mid quarter or later or summative data ● reflect revision data if revisions were allowed or ... if revisions not allowed (true summative)
<p>On the State Strategic Plan, the MMS Math Proficiency will be:</p> <p>1st Year: at least 65% with a Gap of 20% or less.</p> <p>2nd Year: at least 72% with a Gap of 16% or less.</p> <p>3rd Year: at least 79% with a Gap of 12% or less.</p>	<p><u>Math Workshop Class</u></p> <p>1. Create a Math Workshop class to target students who are in our gap category</p> <ul style="list-style-type: none"> ● Define by SBA scores ● Teacher recommendation <p>2. Define/refine criteria for selecting students for Math Workshop (and Pre-Algebra, and Algebra I)</p> <ul style="list-style-type: none"> ● Communicate criteria to the elementary schools ● Work with MMS registrar to create a process that works for all incoming students <p>3. Utilize our half time teachers (Jann and Val) more consistently during lunch and middle advisories.</p>			<ul style="list-style-type: none"> ✓ WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>On Common Quarter Assessments, departments will strive to post student achievement passing rates of 80% or higher with single digit gaps. Formative data should inform teachers as to how the students are progressing in the interim.</p> <p>Quarter Assessments should:</p> <ul style="list-style-type: none"> ● address major learnings for the quarter (major learnings should address enough breadth to give teachers sufficient, useful data to gauge student learnings for the quarter) ● provide common ground for teachers to

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	<p><u>Math Concept Targets</u></p> <p>4. The teacher will:</p> <ul style="list-style-type: none"> ● 1b Ask students to form generalizations ● 1h Provide opportunity for students to communicate conceptual understanding ● 1i Provide opportunity for diagramming/ modeling / displaying / solving / demonstrating ● Provide supplemental instruction <p>5. The student will:</p> <ul style="list-style-type: none"> ● 2d Organize / sequence / categorize information ● 2e Communicate conceptual understanding ● 3j Develop and/or use graph / two-way table / graphic organizer / thinking map ● 3k Represent information in a non-linguistic (artistic / graphic / visual) format 				<p>compare/contrast instructional strategies and assessment results</p> <ul style="list-style-type: none"> ● precipitate discussions on clarifying what students should know and be able to do, best instructional strategies, and alternative instructional activities ● be formative data from mid quarter or later or summative data ● reflect revision data if revisions were allowed
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<p>On the State Strategic Plan, the MMS Science Proficiency will be:</p> <p>1st Year: at least 65% with a Gap of 24% or less.</p> <p>2nd Year: at least 72% with a Gap of 19% or less.</p> <p>3rd Year: at least 78% with a Gap of 15% or less.</p>	<p>STAR Power Strategies: <u>CONCEPTS & PROCESSES</u> TEACHERS will PLAN on CIA Maps to:</p> <ul style="list-style-type: none"> ● ask students to form generalizations. ● provide opportunities for students to communicate conceptual understandings. ● provide opportunities for diagramming/solving/demonstrating. <p>Instructional Strategies on CIA Maps will reflect STUDENTS:</p> <ul style="list-style-type: none"> ● communicating conceptual understanding. ● using Thinking Maps. ● representing information in a nonlinguistic format. ● organizing/sequencing/categorizing information. <p><u>QUESTION & DISCUSSION</u> TEACHERS will:</p> <ul style="list-style-type: none"> ● focus on HOT questions (HOT questions listed in CIA). ● solicit contributions from all students (have strategies in place) ● probe student responses beyond just correct/incorrect answers. <p>STUDENTS will:</p> <ul style="list-style-type: none"> ● Participate in discussion around an issue. ● Critique responses from others. 			<p>✓ WSF</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>On Common Quarter Assessments, departments will strive to post student achievement passing rates of 80% or higher with single digit gaps. Formative data should inform teachers as to how the students are progressing in the interim.</p> <p>Quarter Assessments should:</p> <ul style="list-style-type: none"> ● address major learnings for the quarter (major learnings should address enough breadth to give teachers sufficient, useful data to gauge student learnings for the quarter) ● provide common ground for teachers to compare/contrast instructional strategies and assessment results ● precipitate discussions on clarifying what students should know and be able to do, best instructional strategies, and alternative instructional activities ● be formative data from mid quarter or later or summative data ● reflect revision data if
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	<ul style="list-style-type: none"> ● Provide verbal or written feedback to peers. ● Explain problem solving process to teacher & peers. ● Set goals for achievement/growth. 				revisions were allowed
<p>On the State Strategic Plan, the MMS School Climate will be:</p> <p>1st Year: at least 82%.</p> <p>2nd Year: at least 86%.</p> <p>3rd Year: at least 89%.</p> <p>School Culture and Climate: Using data from School</p>	<p><u>GLOs (Suggestion)</u></p> <p>1. Track GLOS using comment section of Infinite Campus:</p> <p style="padding-left: 20px;">GLO 1 Self-Directed Learner - Elective</p> <p style="padding-left: 20px;">GLO 2 Community Contributor - Science</p> <p style="padding-left: 20px;">GLO 3 Complex Thinker - Math</p> <p style="padding-left: 20px;">GLO 4 Quality Producer - Social Studies</p> <p style="padding-left: 20px;">GLO 5 Effective Communicator - ELA</p> <p style="padding-left: 20px;">GLO 6 Ethical User of Tech - CTE</p> <p>2. Team Record in Googledocs - Record Q1, Q2, Q3</p> <p>3. Create GLO rubrics</p> <p><u>Advisory</u></p> <p>1. Revisit focus of</p>	SY 2017-20	<p>Middle School Coordinator, Induction Mentoring Coordinator, Parent Community Network Coordinator, Student Services Coordinator, Counselors, Student Ambassadors</p>	<p>✓ WSF</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>School Quality Survey (SQS)</p> <ul style="list-style-type: none"> ● Safety ● Well-Being ● Satisfaction ● Involvement/Engagement <p>TRIPOD</p> <ul style="list-style-type: none"> ● Care ● Confer ● Captivate ● Clarify ● Consolidate ● Challenge ● Classroom Management <p>BERC Data Report STAR-Relationships</p> <ul style="list-style-type: none"> ● Create positive environment ● Establish rituals & routines ● Peer support for learning through collaborative academic discourse ● Personalized interest and choice

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<p>Quality Survey, student, teacher, and parent satisfactory ratings will be at 82% by end of year 1.</p> <p>School Culture: Using data from School Quality Survey, student, teacher, and parent satisfactory ratings will be at 86% by end of year 2.</p> <p>School Culture: Using data from School Quality Survey, student, teacher, and parent satisfactory ratings will be at 89% by end of year 3.</p>	<p>Advisory class in the first Administrative days of the school year.</p> <p>2. School wide setup of Advisory weekly agenda.</p> <p style="padding-left: 40px;">Mon. Content Specific</p> <p style="padding-left: 40px;">Tue. Content Specific</p> <p style="padding-left: 40px;">Wed. Seminar Day</p> <p style="padding-left: 40px;">Thu. Communication Day</p> <p style="padding-left: 40px;">Fri. TRIBES related Freedom Friday</p> <p>3. Revisit TRIBES purpose and sharing of activities</p> <ul style="list-style-type: none"> ● New staff members TRIBES trained. <p><u>Transition to Moanalua Middle</u></p> <p>4. Teacher In Service in the following:</p> <ul style="list-style-type: none"> ● Middle School Concepts: teaming, looping, flex block scheduling, advisory, Tribes, character education ● Thinking Maps ● School Initiatives i.e. SLPC, 1:1, JupiterGrades, 				<p>Informal Verbal Assessment</p>
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	<p>Literacy, etc.</p> <p>5. New Student to Moanalua Middle:</p> <ul style="list-style-type: none"> ● New Student Orientation first day of school with TRIBES trainer. ● Transition Program for new students throughout the year. i.e. Technology Integration and Parent/Teacher/Student Communication: student-led portfolio conference, 1:1 laptops; Jupiter Ed, School Website, Google Classroom, school planner ● Extracurricular Activities: Activity Day, intramurals, extramurals, school clubs ● School Safety: uniforms, student ID's, safe school agreements. ● Military Transition with Parent Community Network Coordinator (PCNC) and assistance from School Liaison Officer (SLO) 				
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<p>Students needs will be continually identified, monitored, and addressed (i.e. student concerns charts, common core planning periods, peer reviews, PLC and Departments meetings, DFUNI list, LDS, etc.).</p>	<p>RTI:</p> <ol style="list-style-type: none"> 1. Students will receive Reading and Math Intervention Supports through a reading intervention teacher, reading mentor volunteers, math mentors, part time math teacher, and math workshop classes. 2. Students will utilize online supports such as Achieve3000, Wordly Wise, Gizmos, Khan Academy, and BrainPop to differentiate and/or supplement their learning. 3. Supports for students' academic, behavioral, social, and emotional needs will be provided through teachers, administration, student services coordinator, curriculum coordinator, middle school coordinator, grade level counselors and behavioral health specialist. 4. School will sharpen their efforts to provide differentiated instruction across the curriculum in a variety of ways such as: accommodating academic and social readiness, accommodating 	<p>SY 2017-20</p>	<p>Student Services Coordinator, Teachers, Administrators, Counselors,</p>	<p> <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A </p>	<p>For All Enabling Activities On Common Quarter Assessments, departments will strive to post student achievement passing rates of 80% or higher with single digit gaps. Formative data should inform teachers as to how the students are progressing in the interim.</p> <p>Quarter Assessments should:</p> <ul style="list-style-type: none"> ● address major learnings for the quarter (major learnings should address enough breadth to give teachers sufficient, useful data to gauge student learnings for the quarter) ● provide common ground for teachers to compare/contrast instructional strategies and assessment results ● precipitate discussions on clarifying what students should know and be able to do, best instructional strategies, and alternative instructional activities ● be formative data from mid quarter or later or summative data
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	<p>student interest and choice, and accommodating differing learning styles (i.e. SDTTP, PLC, Departments, etc.).</p> <p>5. Supports for high needs and high performing students will be provided through: special education supports in inclusion, resource, and fully self-contained settings, support from educational assistants, and various service providers such as speech, occupational therapist, and physical therapist; English Language Learner supports; supports for low socioeconomic students; study skills; student concerns charts and core team planning time to discuss and address student concerns; behavioral treatment classroom; pre-algebra (7th), algebra (8th), geometry (8th - online), Achieve3000 levels for high performing students, Student Government/Leadership class, Jazz Ensemble, Advanced Band, Symphonic Orchestra, Advanced Design Thinking.</p>				<ul style="list-style-type: none"> ● reflect revision data if revisions were allowed
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Goal 2: Staff Success. Moanalua Middle School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years, by SY 2019-2020	Rationale:
<p>As a result of the following professional development and training, Moanalua Middle will have a high performing school where teachers are effective in contributing to student success.</p> <ul style="list-style-type: none">● Technology● Middle School Concepts● MMS Schoolwide Initiatives● Leadership (Department, PLC, Team)	<p>MMS supports professional development/learning with time, personnel, material, and fiscal resources in order to facilitate all students achieving the General Learner Outcomes and academic standards.</p> <p>According to John Hattie’s research, teacher confidence has the second largest effect on student learning. When teachers are confident, students learn the best. Supporting our teachers and providing them with the training that builds confidence in their abilities is of the highest priority.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Professional Development will enable MMS to operate at 80 percent or higher consistency on these TECHNOLOGY initiatives.	Schoolwide Training <ul style="list-style-type: none"> ● 1:1 Program: Procedures, Infraction/Consequence ● Google Docs ● Google Classroom ● JupiterGrades ● InfiniteCampus Outside Training <ul style="list-style-type: none"> ● Schools of the Future (SOTF) ● Google Summit 			<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Checklist and Monitoring of Progress of PD through monthly ART meetings.

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<p>Professional Development will enable MMS to operate at 80 percent or higher consistency on these MMS MIDDLE SCHOOL concepts.</p>	<p>Teaming Advisory SLPC</p>			<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Checklist and Monitoring of Progress of PD through monthly ART meetings.</p>
<p>Professional Development will enable MMS to operate at 80 percent or higher consistency on these Schoolwide Initiatives.</p>	<p>Schoolwide Training</p> <ul style="list-style-type: none"> ● TRIBES ● BERC ● Thinking Maps ● Co-Teaching ● Literacy: Vocabulary, Revision Writing Targets, Close Reading Targets ● Interrater Writing Training ● Department/PLC Norms ● GLOs <p>Outside Training</p> <ul style="list-style-type: none"> ● Achieve ● Ka Hui Heluhelu ● Moanalua High School Professional Development Day ● Diana Browning Wright - Positive Behavioral RTI 			<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Checklist and Monitoring of Progress of PD through monthly ART meetings.</p>

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	<ul style="list-style-type: none"> ● National Council of Teachers of Mathematics (NCTM) ● Association of Middle Level Education Conference (AMLE) ● International Society for Technology in Education (ISTE) ● National Science Training (?) ● Visible Learning (?) 				
<p>Professional Development will enable MMS to operate at 80 percent or higher consistency on these LEADERSHIP initiatives.</p>	<ul style="list-style-type: none"> ● Attendance ● Norms of Collaboration ● Meeting Norms? ● Agendas ● Minutes ● Budget ● POs ● IC for Department Mandatory ● Text and Materials Inventory ● Data 	<p>Teaming Advisory SLPC</p>			<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A

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

Outcome: By the end of three years, by SY 2019-2020	Rationale:
<ul style="list-style-type: none"> ● Financial Plan <ul style="list-style-type: none"> ○ The Academic and Financial Plan for each school year will be collaboratively created by the following three groups: <ul style="list-style-type: none"> ■ 1) Leadership Team-LT (administrators, curriculum coordinator, middle school coordinator, technology coordinator, registrar, student services coordinator, school safety and security officer, and head custodian); ■ 2) Instructional Council-IC (administrators, all department chairpersons, and all program coordinators); and ■ 3) School Community Council-SCC (administrators, certificated representatives, classified representatives, community representatives, and student representatives). ○ School leadership will further support teachers in the process of researching for grants, program and curriculum development, partnerships with higher education institutions (e.g. colleges, businesses, government agencies, etc.) and professional development. ○ School will continue to seek community/business partnerships to afford students opportunities for extended learning, shadowing, and apprenticeships. ● Human Resources <ul style="list-style-type: none"> ○ Assigning of Staff Members: The tentative Master Schedule will be created in February prior to each school year. The staff members are assigned positions according 	<p>Financial Resources</p> <ul style="list-style-type: none"> ● It is these three groups (LT, IC, SCC) that work collaboratively, after gaining input from other colleagues and role groups, to ensure sustainability and to promote growth through a clear and detailed plan consisting of attainable goals with adequate funding that is balanced to ensure achievement and ultimate success for all at Moanalua Middle. ● Decisions about resource allocations need to be aligned with the school’s vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan. ● Processes and procedures need to be in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds. <p>Human Resources</p> <ul style="list-style-type: none"> ● Their needs to be a process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities in order to promote quality student learning and teaching. <p>Community Resources:</p> <ul style="list-style-type: none"> ● As stated by the U.S. Department of education, “leveraging community resources and local partnerships supports high-quality academic and enrichment opportunities by broadening the experiences that may be typically offered to students and by expanding access to local expertise. Better aligning and utilizing these resources can also help school systems identify and access low-cost services or facilities to support learning opportunities on and off school sites. Pulling in local resources such as health and

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to school needs and teacher strengths and qualifications.

- Staff is asked about student needs and have an opportunity to create classes that fill college and career readiness needs.
- Master Quarterly Calendar - Testing, field trips, school-wide events, PD days, SDTTP, IC, Department, Faculty Meetings

- **Community Resources**

- Moanalua Middle will use community resources to support students, such as professional services, business partnerships, and speakers.

human services agencies, departments of public safety and parks and recreation, community colleges, businesses, community-based organizations, and other entities can effectively maximize opportunities for students and school systems.”

Moanalua Middle School (3) Three-Year Academic Plan SY 17-18, 18-19, 19-20

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
MMS Students will have access to the latest curriculum resources (textbooks), technology software and hardware (smart devices).	<p>Financial Resources:</p> <ul style="list-style-type: none"> The three groups that work collaboratively (LT, IC, SCC), will gain input from other colleagues and role groups, to ensure sustainability and to promote growth through a clear and detailed plan consisting of attainable goals with adequate funding that is balanced to ensure achievement and ultimate success for all at Moanalua Middle. <p>Textbook/Tech Needs</p> <ul style="list-style-type: none"> SY 2016-2017: The school will purchase textbooks for the language arts department (i.e. common core, online textbooks and supplemental resources) Year 1 (SY 2017-18): The school will purchase textbooks for the Science 	SY 2017-18	Administration, Leadership Team, Instructional Council, School Community Council	<p>✓ WSF</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>Financial Management System (FMS) Department Budget Request (Google Sheet)</p> <p>Interim Measures for Grants: Summer meetings with ART/LT</p>

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	<p>department (i.e. NGSS, online textbooks and supplemental support)</p> <ul style="list-style-type: none"> • Submit grants for computer purchases in SY 2020-21. • Year 2 (SY 2018-2019): The school will purchase textbooks for the Math department (i.e. common core, online textbooks and supplemental support) • Year 3 (SY 2019-2020): The school will purchase laptops for the school in two purchases (7th and 8th). <p>Grants/Partnerships/ Apprenticeships</p> <ul style="list-style-type: none"> • Year 1 (SY 2017-2018): School will find/receive one additional grant, partnership, apprenticeship. • Year 2 (SY 2018-2019): • School will find/receive one additional grant, partnership, apprenticeship. 	<p>SY 2018-19</p> <p>SY 2019-20</p>	<p>School will ask District and/or former school personnel for assistance in grant writing.</p>		
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Moanalua Middle School (3) Three-Year Academic Plan SY 17-18, 18-19, 19-20

	<ul style="list-style-type: none"> ● Year 3 (SY 2019-2020):School will find/receive one additional grant, partnership, apprenticeship. 				
<p>MMS students will have teachers who are highly qualified and prepared for their responsibilities in order to promote quality student learning and teaching.</p> <p>Master Quarterly Calendar will ensure clear communication and planning of school-wide activities, meetings, testing, and professional development.</p>	<p>Human Resources:</p> <ul style="list-style-type: none"> ● Assigning of Staff Members: The tentative Master Schedule will be created in February prior to each school year. The staff members are assigned positions according to school needs and teacher strengths and qualifications. ● Staff will be asked about student needs and have an opportunity to create classes that fill college and career readiness needs. 	<p>SY 2017-20</p>	<p>Administration, Leadership Team, Instructional Council</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other ✓ N/A 	<p>Master schedule will be dependent on enrollment (to include Geographic Exception students) and student needs.</p> <p>Master Quarterly Calendar will be reviewed regularly during IC, ART/LT, Department, PLC's, Classified Staff, and SCC meetings.</p>

Moanalua Middle School (3) Three-Year Academic Plan SY 17-18, 18-19, 19-20

	<ul style="list-style-type: none"> Master Quarterly Calendar will be developed by all school staff members (i.e. Testing, field trips, school-wide events, PD days, SDTTP, IC, Department, Faculty Meetings, etc.). 				
<p>MMS will use community resources to provide students academic and enrichment opportunities.</p>	<p>Community Resources</p> <ul style="list-style-type: none"> Moanalua Middle will use community resources to support students, such as professional services, business partnerships, and speakers. For example, partnerships with Moanalua Gardens Missionary Church, Extreme Reading Volunteers, Reading/Math Mentors, College and Career Fair, Guest Speakers, etc. 	<p>SY 2017-20</p>	<p>SAC, Middle School Coordinator, Reading Intervention Coordinator, Counselors, PCNC, Teachers, Administration, ART/LT, PTSA</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A 	<p>Meetings and Minutes: ART/LT, PTSA, SCC, Band and Orchestra Booster, Team Planning</p>