

2020 Academic Plan, School Year 2020-21



School: Moanalua Middle

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

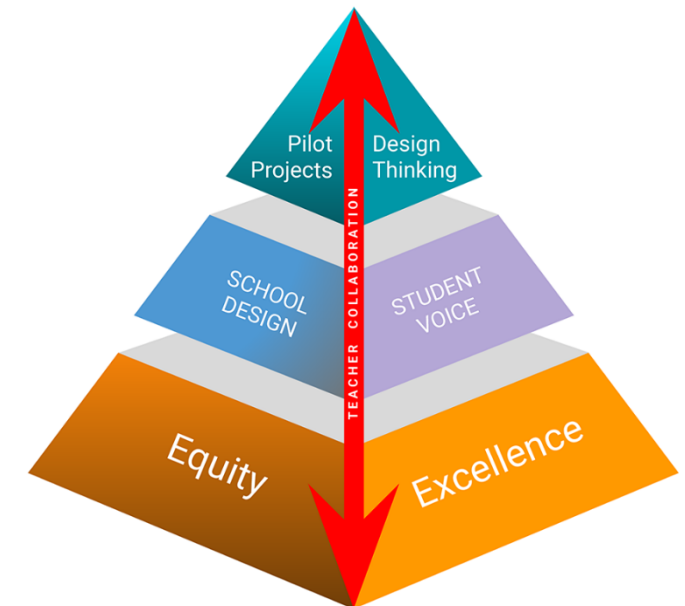
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print):	
Principal's signature: Signature on file at school	Date: 5/26/2020
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 5/26/2020



Moanalua Middle School, 2020 Academic Plan, School Year 2020-21

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Starting from a [Comprehensive Needs Assessment \(CNA\)](#), schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

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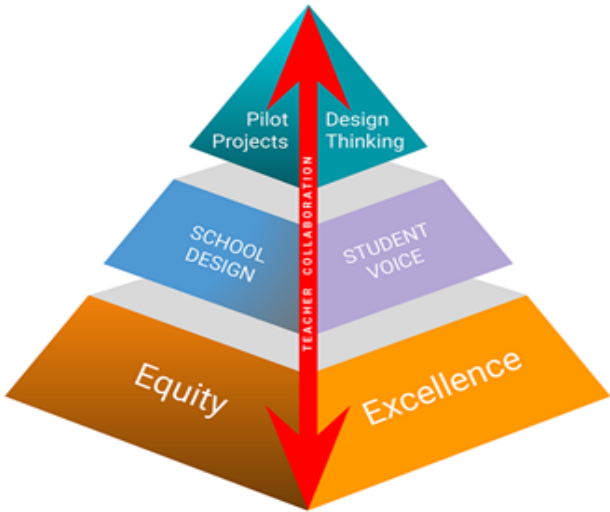
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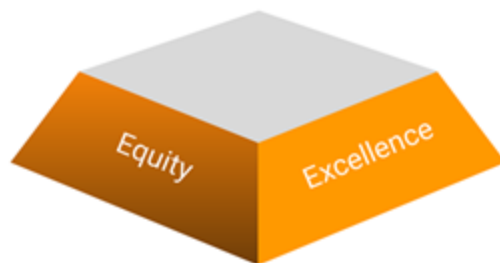
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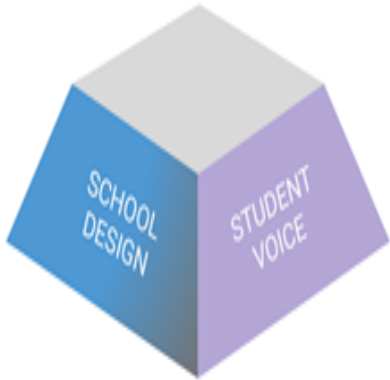
Moanalua Middle School is committed to addressing the Hawai’i State Department of Education, Superintendent Dr. Kishimoto’s 2030 Promise Plan in our schools’ 2020-2021 Academic Plan to ensure that “all students” have the opportunities to strive for academic achievement and excellence. Enabling activities will be labeled when any one of the 5 promises (Hawai’i, Equity, School Design, Empowerment, and Innovation) are addressed.



Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other subgroup. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Currently, our Special Education subgroup makes up 9.1% of our student population. Our special education students are not performing as well as our “all students” group as indicated by our SY 18-19 Strive HI Results and data collected on the Longitudinal Data System. According to Strive HI, 16% of our Special Education students met the achievement standard for Language Arts and 5% met the achievement standard for Math. Our “all students” group data shows 78% for Language Arts and 61% for Math.</p> <p>Our English Learners make up 3.7% of our student population. According to Strive HI and LDS, 26% of our EL population met the achievement standard for Language Arts and 17% for Math. Our “all students” group data shows 78% for Language Arts and 61% for Math.</p> <p>Our Low Socioeconomic Status (SES) population makes up 26.1% of our student population. On Strive HI and LDS, 67% of our Low SES population met the achievement standard for Language Arts and 47% for Math. Our “all students” group data shows 78% for Language Arts and 61% for Math.</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If we provide differentiated instruction and support(s) (academic, social-emotional, behavioral, physical) tailored to our students’ needs, our identified sub-groups (Special Education, EL, Low SES) will develop the skills they need to be successful academically. If their academic achievement increases, then our achievement gap will decrease.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Professional Development Opportunities and Training(s) for faculty and staff to include but not limited to, the following, throughout the SY:</p> <ul style="list-style-type: none">● BERC - Instructional Strategies● AMLE - Middle School Concepts/Philosophy● Student Support Services - HiMTSS, RTI, etc.● Social-Emotional Learning - Choose Love, TRIBES● Thinking Maps-Graphic organizer● Core-Content PD - (Language Arts, Math, Science, Social Studies) <p>Continuation of our Teams/Professional Learning Communities for articulation and collaboration. (Student Data Discussions)</p> <p>Departments are developing and implementing Curriculum/Instruction/Assessment (CIA) and Curriculum maps. (Content Discussions)</p> <p>Continue to address recommendations from the Western Association of Schools and Colleges (WASC) visits & reports.</p>



Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

SCHOOL PURPOSE

Vision

Moanalua Middle School will be one that...

Values the dignity and worth of each individual member of the school community.

Involves parents, community, staff, and students in teaching and learning.

Supports each individual’s academic, personal, and professional growth.

Inspires lifelong learning among the school community members.

Opens doors to encourage and develop new ideas to meet the ever-changing needs of the students.

Nurtures a positive, safe, exciting, and enjoyable environment.

Mission

We, the people of the Moanalua Middle School learning community, are committed to excellence. Building on the strengths and diversity of our community, we work together to meet all challenges so every student experiences success in learning and contributes to our community.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

MMS continues to incorporate research-based practices school-wide to support learning success for early adolescents. Some of these practices include

- 1) [TRIBES](#)—creating a culture where everyone feels a sense of belonging, where differences are valued, and where we build a sense of ohana/family/community;
- 2) [Advisory](#)-connecting one teacher to approximately 25-28 students to address the social and emotional learning of the middle school child;
- 3) [Teaming](#)-pairing of a group of 4 to 6 teachers with approximately 150 students;
- 4) [Looping](#) to keep teachers and student teams intact from 7th to 8th grade;
- 6) [School uniforms and Student IDs](#) for students to wear daily; and
- 7) Integration of 21st-Century Technology. ([1:1 Technology](#))
- 8) [BERC](#)’s Powerful Teaching and Learning (PTL) STAR Protocol/Process to engage students and support analytical thinking through the use of effective instructional strategies such as Thinking Maps;

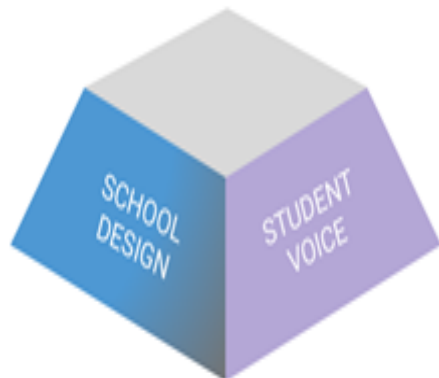
Describe here your Conditions for Success for School Design and Student Voice

Goals

- To provide a nurturing environment that creates positive learning experiences.
- To encourage students, staff, parents, and community members to embrace a shared value system of caring for self and others, of respecting differences among people, and of believing all students can learn.
- To provide innovative teaching/learning strategies based on Hawaii State Content Standards to inspire learning, academic achievement, and independent critical thinking.

“Take Care of Self, Take Care of Others, Take Care of School”

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Moanalua Middle School will address our students Achievement Gap by Decreasing it ____% for ELA & Math, and Increasing Student Achievement by ____%, as reported in Strive HI.</p> <p>Moanalua Middle School will implement the Middle School Concepts to ensure student engagement and success. MMS will continue to build relationships to ensure that we are, “Making Connections, with Every Student, with Every Opportunity, Everytime...”</p> <p>Moanalua Middle will continue their implementation of a school-wide Social Emotional Learning program, “Choose Love, Choose Aloha.”</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p>
<p><i>Why you are implementing them?</i></p> <p>The academic achievement and achievement gap targets are a direct result of MMS fulfilling the school’s top identified needs: support our PLCs so that they can implement focused and consistent school initiatives to increase student success.</p> <p>The academic and achievement gap targets also directly address the AMR Complex Focus Area of Comprehensive Student Support Services (CSSS) and Response To Intervention (RTI).</p> <p>The School Climate targets are directly related to identifying students' need to improve MMS culture, climate, and pride.</p>	<p><i>Why you are implementing them?</i></p>	<p><i>Why you are implementing them?</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>Moanalua Middle School will periodically survey our Students, Staff, Parents, School Partners throughout the year to ensure we are progressing towards our objectives and goals.</p>	<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>



Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p>Add beginning of the year measurements here.</p> <ul style="list-style-type: none"> • <i>iReady Diagnostic Reading & Math (BOY, Mid, EOY)</i> • <i>SBA: ELA & Math (7th-8th), Science (8th)</i> • <i>Achieve (Lexile Assessment)</i> • <i>WIDA Access for ELs (7th-8th)</i> • <i>SQS Data (7th-8th)</i> • <i>Panorama Student Surveys</i> • <i>Other</i> <p>Strive HI data (SY 2018-19):</p> <ul style="list-style-type: none"> • <i>Language Arts: 79%</i> • <i>Math: 63%</i> • <i>Science: 77%</i> 	<p>Add throughout the year measurements here.</p> <ul style="list-style-type: none"> • <i>iReady Diagnostic Reading & Math (BOY, Mid, EOY)</i> • <i>Hawaii State Assessments: ICA, IAB, FIAB</i> • <i>Quarterly Common Assessment-ELA, math, science, and social studies</i> 	<p>Add end of year goals here.</p> <ul style="list-style-type: none"> • <i>Increase academic achievement (as measured by Strive HI) by 4%</i>

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Achievement Gap: <ul style="list-style-type: none"> Decrease by ____% for ELA & Math Increase Achievement by ____%. 	<ul style="list-style-type: none"> Continue with Algebra Readiness Class Continue with online supports (iReady, Khan Academy) 	Yearlong	WSF	<ul style="list-style-type: none"> Team Articulation Dept/PLC Articulation Faculty Meetings Focus on Learning Group Meetings Leadership Team Meetings 	<ul style="list-style-type: none"> Daily Quarterly 	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.
Achievement Gap: <ul style="list-style-type: none"> Decrease by ____% for ELA & Math Increase Achievement by ____%. 	<ul style="list-style-type: none"> Continue with Literacy Intervention Supports Continue with online supports (iReady, Listenwise, Newsela) 	Yearlong	WSF	<ul style="list-style-type: none"> Team Articulation Dept/PLC Articulation Faculty Meetings Focus on Learning Group Meetings Leadership Team Meetings 	<ul style="list-style-type: none"> Daily Quarterly 	
School Culture and Climate: <ul style="list-style-type: none"> Using data from the School Quality Survey, (student/teacher/parent) satisfaction ratings will be at 86% by one calendar year. 	<ul style="list-style-type: none"> GLO's implementation Advisory (revisiting purpose/focus of) Tribes (revisiting purpose/focus of) Choose Love, Choose Aloha implementation (social emotional learning) 	Yearlong	WSF	<ul style="list-style-type: none"> Team Articulation Dept/PLC Articulation Faculty Meetings Focus on Learning Group Meetings Leadership Team Meetings 	<ul style="list-style-type: none"> Monthly Quarterly 	
School Culture and Climate: <ul style="list-style-type: none"> Transitioning to Moanalua Middle School 	<ul style="list-style-type: none"> New Student Orientation (Opening days of school: 7th Graders and New 8th Graders Orientation) 	Yearlong	WSF	<ul style="list-style-type: none"> Team Articulation Dept/PLC Articulation Faculty Meetings 	<ul style="list-style-type: none"> Monthly Quarterly 	

	<ul style="list-style-type: none"> ● Transition Program for new students (Tech Integration, Parent/Teacher/Student Communication, SLPC, 1:1 laptops, Jupiter Ed, School Website, Google Classroom, School Planner) ● Extracurricular Activities: Activity Day(s), intramurals, extramurals, school clubs. ● School Safety: School uniforms, student ID's, Safe Schools agreements. ● Military Transitions: Parent Community Network Coordinator (PCNC), School Liaison Officer (SLO) 			<ul style="list-style-type: none"> ● Focus on Learning Group Meetings ● Leadership Team Meetings 		
Response to Intervention/Multi Tier System of Supports: 100% of identified students will have a support system to address their academic needs.	<ul style="list-style-type: none"> ● Classroom teachers will have access to a menu of classroom interventions/ supports to address student's academic needs. ● Teachers, counselors, and educational assistants will have access to a variety of professional development topics to address academic success. ● School teams conduct regular (i.e. weekly/ monthly/quarterly) reviews of student's academic progress. ● Develop/Review/Revise a 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly 	

	<p>school-wide tool to diagnose, intervene, communicate, and evaluate the student's needs (e.g. school/student action plan)</p> <ul style="list-style-type: none"> Develop/Review/Revise school-wide program(s) to provide students opportunities for academic success (e.g. Saturday Tutorial, Study Skills) 					
<p>Response to Intervention/Multi Tier System of Supports: 100% of identified students will have a support system to address their behavioral/social/emotional needs</p>	<ul style="list-style-type: none"> Classroom teachers will have access to a menu of strategies/interventions/modifications to ensure success. Counselors will have access to multiple strategies/interventions/modification to address behavioral/social/emotional needs of students are met. School teams conduct regular (i.e. weekly/monthly/quarterly) reviews of student's behavioral/social/emotional progress. Develop/continue school programs to address behavioral/social/emotional needs of students (e.g. Transition center, new student orientation, social skills 	Yearlong	WSF	<ul style="list-style-type: none"> Team Articulation Dept/PLC Articulation Faculty Meetings Focus on Learning Group Meetings Leadership Team Meetings 	<ul style="list-style-type: none"> Monthly Quarterly 	

	<ul style="list-style-type: none"> group). Develop/continue partnerships with community resources to address behavioral/social/emotional needs (e.g. YMCA Outreach, Hale Kipa, Boys to Men) 					
Response to Intervention/Multi Tier System of Supports: 100% of identified students will have an intervention/action plan to address attendance in accordance to school-wide attendance policy.	<ul style="list-style-type: none"> Implement school-wide attendance policy procedures to address student attendance Develop/continue partnerships with community resources (e.g. Honolulu Police Department) 	Yearlong	WSF	<ul style="list-style-type: none"> Team Articulation Dept/PLC Articulation Faculty Meetings Focus on Learning Group Meetings Leadership Team Meetings 	<ul style="list-style-type: none"> Monthly Quarterly 	
Parent Participation: Increased parent participation in school activities by 10%. (ie. SLPC participation and SLPC survey completion)	<ul style="list-style-type: none"> Open house by teams Student-led Portfolio Conferences Monthly PTO meetings Monthly SCC meetings Monthly Boosters meetings Family nights 	Yearlong	WSF	<ul style="list-style-type: none"> Team Articulation Dept/PLC Articulation Faculty Meetings Focus on Learning Group Meetings Leadership Team Meetings PTO/SCC/Boosters meetings 	<ul style="list-style-type: none"> Monthly Quarterly 	

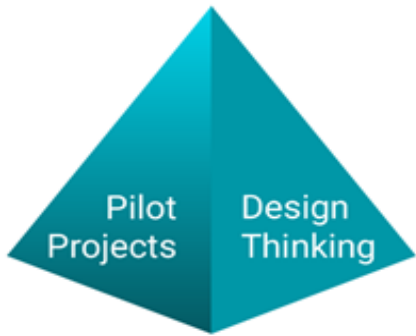
Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Achievement Gap: Decrease by ____% for ELA & Math</p> <ul style="list-style-type: none">● Increase Achievement by ____%.● Increase the % of students who feel positively about their school by ____%	<ul style="list-style-type: none">● Provide Annual School-Wide Training/Professional Development opportunities to address our schools prioritized needs. (always revisiting our priorities based on student needs)<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○ PCATT - Pacific Center for Advanced Tech Training Conference	Yearlong	WSF	<ul style="list-style-type: none">● Team Articulation● Dept/PLC Articulation● Faculty Meetings● Focus on Learning Group Meetings● Leadership Team Meetings	<ul style="list-style-type: none">● Monthly● Quarterly● Annually	
<p>Achievement Gap: Decrease by ____% for ELA & Math</p> <ul style="list-style-type: none">● Increase Achievement by ____%.● Increase the % of students who feel positively about their school by ____%	<ul style="list-style-type: none">● Professional Development will enable MMS to operate at 80 percent or higher consistency on these MMS MIDDLE SCHOOL concepts.<ul style="list-style-type: none">○ Teaming○ Advisory○ SLPC○ AMLE Conference	Yearlong	WSF	<ul style="list-style-type: none">● Team Articulation● Dept/PLC Articulation● Faculty Meetings● Focus on Learning Group Meetings● Leadership Team Meetings	<ul style="list-style-type: none">● Monthly● Quarterly● Annually	

	<ul style="list-style-type: none"> ○ MoHS PD Conference ○ Social Emotional Learning (SEL) Conference(s) 					
<p>Achievement Gap: Decrease by ____% for ELA & Math</p> <ul style="list-style-type: none"> ● Increase Achievement by ____%. ● Increase the % of students who feel positively about their school by ____% 	<ul style="list-style-type: none"> ● Professional Development will enable MMS to operate at 80 percent or higher consistency on these SCHOOL WIDE INITIATIVES. ● <u>Schoolwide Training</u> <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 ○ Multi-Tiered Levels of Support (MTLS) ● <u>Outside Training</u> <ul style="list-style-type: none"> ○ Achieve ○ Ka Hui Heluhelu ○ Moanalua High School Professional Development Day ○ Diana Browning Wright - Positive Behavioral RTI ○ National Council of Teachers of Mathematics (NCTM) ○ Association of Middle Level Education 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly ● Annually 	

	<ul style="list-style-type: none"> ○ Conference (AMLE) ○ International Society for Technology in Education (ISTE) ○ National Science Training ○ Visible Learning ○ National Association for Music Education (NAfME) ○ Midwest Band & Orchestra Clinic ○ American String Teachers Association (ASTA) ○ American School Band Directors Association (ASBDA) ○ National Art Education Association (NAEA) ○ Singapore Math ○ Biological Sciences Curriculum Study (BSCS) ○ Growth Mindset Conference(s) 					
<p>Achievement Gap: Decrease by ____% for ELA & Math</p> <ul style="list-style-type: none"> ● Increase Achievement by ____%. ● Increase the % of students who feel positively about their school by ____% 	<ul style="list-style-type: none"> ● Professional Development will enable MMS to operate at 80 percent or higher consistency on these LEADERSHIP initiatives. <ul style="list-style-type: none"> ○ Attendance ○ Norms of Collaboration ○ Meeting Norms ○ Agendas ○ Minutes ○ Budget 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly ● Annually 	

	<ul style="list-style-type: none"> ○ Purchase Orders ○ Instructional Council for Department Heads (Mandatory) ○ Text and Materials Inventory ○ Data Team Process (Collection & Analysis) 					
Transition to Moanalua Middle School: 100% participation of Teacher In Service facilitated by school personnel	<ul style="list-style-type: none"> ● In Service/Mentoring in the following: <ul style="list-style-type: none"> ○ Middle School Concepts: teaming, looping, flex block scheduling, advisory, social emotional learning. ○ Thinking Maps ○ School Initiatives: SLPC, 1:1 Tech, Jupiter Grades, Literacy, BERC. 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly ● Annually 	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>CTE Merit Badge Program Social Emotional Learning (ie. Choose Love, Choose Aloha) Computer Science Program Science and Engineering Fair Family Math Night Extreme Reading Challenge College and Career Fair</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Resources to include and limited to the following:</p> <ul style="list-style-type: none">● Personnel● Funding● Technology Support (Professional Development, Software, Hardware)