

Academic Plan for School Year 2022-23



[School: Moanalua Elementary]

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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, 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.

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.

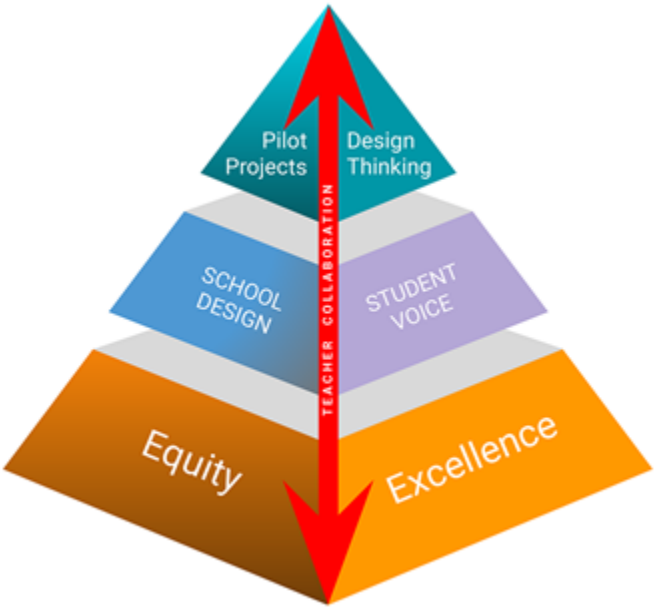
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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.

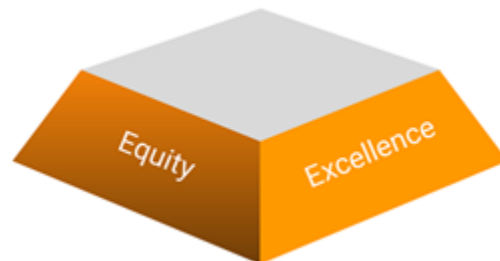
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Lynda Galera	
Principal's signature: (Signature on file)	Date: 04/08/2022
Complex Area Superintendent (print): John Erikson	

Complex Area Superintendent's signature: 

Date: 04/08/2022



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
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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 comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.

Special Education:

Currently the Sped program services 54 students. This represents 8.42% of the total student population at Moanalua Elementary School.

Low SES:
Moanalua Elementary School has 65 students identified as Low SES. This represents 10.52% of the total student population at Moanalua Elementary School.

Sub-group SBA ELA Data

2020-2021	All Students	226	68.28%
	Non-High Needs	183	78.54%
	High Needs	43	43.88%
	Low SES	35	53.03%
	IDEA	5	16.67%
	ELL	7	63.64%

Moanalua Elementary School shows a 34.66% gap between Non-high needs and high needs students and a 61.87% gap between IDEA Students and non-high needs students in SBA Proficiency in ELA.

What is your Theory of Action (if-then) to improve the achievement gap?

If the school implements **Special Education** services effectively, then students will be able to make significant gains to close the academic gap between themselves and the grade level peers.

What are your [Enabling Activities](#) to improve the achievement gap?

The school continues to revise and refine effective reading and math supports and progress monitoring systems to address all students' needs.

Special Education teachers will:

- Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.
- Participate in professional learning to provide specially designed instruction to meet students' needs
- Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math for students who iReady is an appropriate measure.
- Meet monthly as a Sped team to collaborate on students who are not making progress. District Student support team will be invited as needed..
- Do learning walks focused on small group instruction.
- Participate in professional learning and/or coaching related to a priority area of need/support based on student learning evidence.

Proficiency in SBA ELA from 2017-18 to 2020-21

		Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
Year	High Needs Indicator	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2017-2018	All Students	257	67.99%	122	32.28%	135	35.71%	66	17.46%	55	14.55%
	Non-High Needs	205	75.65%	104	38.38%	101	37.27%	45	16.61%	21	7.75%
	High Needs	52	48.60%	18	16.82%	34	31.78%	21	19.63%	34	31.78%
	Low SES	49	54.44%	18	20.00%	31	34.44%	19	21.11%	22	24.44%
	IDEA	3	13.64%	0	0.00%	3	13.64%	4	18.18%	15	68.18%
	ELL	1	33.33%	0	0.00%	1	33.33%	1	33.33%	1	33.33%
2018-2019	All Students	244	65.24%	123	32.89%	121	32.35%	76	20.32%	54	14.44%
	Non-High Needs	195	73.31%	105	39.47%	90	33.83%	52	19.55%	19	7.14%
	High Needs	49	45.37%	18	16.67%	31	28.70%	24	22.22%	35	32.41%
	Low SES	45	51.14%	17	19.32%	28	31.82%	22	25.00%	21	23.86%
	IDEA	3	12.00%	1	4.00%	2	8.00%	3	12.00%	19	76.00%
	ELL	2	66.67%	0	0.00%	2	66.67%	0	0.00%	1	33.33%
2020-2021	All Students	226	68.28%	130	39.27%	96	29.00%	60	18.13%	45	13.60%
	Non-High Needs	183	78.54%	111	47.64%	72	30.90%	34	14.59%	16	6.87%
	High Needs	43	43.88%	19	19.39%	24	24.49%	26	26.53%	29	29.59%
	Low SES	35	53.03%	14	21.21%	21	31.82%	18	27.27%	13	19.70%
	IDEA	5	16.67%	3	10.00%	2	6.67%	7	23.33%	18	60.00%
	ELL	7	63.64%	4	36.36%	3	27.27%	2	18.18%	2	18.18%

Sub Group SBA Math Data

2020-2021	All Students	192	58.36%
	Non-High Needs	161	69.40%
	High Needs	31	31.96%
	Low SES	21	31.82%
	IDEA	4	13.79%
	ELL	7	63.64%

For math, Moanalua Elementary School shows a 37.71% gap between Non-high needs and high needs students and a 55.61% gap between IDEA Students and non-high needs students.

Proficiency in SBA MATH from 2017-18 to 2020-21

			Total Proficient. (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
Year	High Needs Indicator	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Maunula Elem School	2017-2018	All Students	213	56.20%	107	28.23%	106	27.97%	104	27.44%	62	16.36%
		Non-High Needs	176	64.94%	93	34.32%	83	30.63%	74	27.31%	21	7.75%
		High Needs	37	34.26%	14	12.96%	23	21.30%	30	27.78%	41	37.96%
		Low SES	37	40.66%	14	15.38%	23	25.27%	25	27.47%	29	31.87%
		IDEA	0	0.00%	0	0.00%	0	0.00%	5	22.73%	17	77.27%
		ELL	0	0.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%
	2018-2019	All Students	219	57.78%	115	30.34%	104	27.44%	107	28.23%	53	13.98%
		Non-High Needs	180	66.67%	104	38.52%	76	28.15%	67	24.81%	23	8.52%
		High Needs	39	35.78%	11	10.09%	28	25.69%	40	36.70%	30	27.52%
		Low SES	38	43.18%	11	12.50%	27	30.68%	31	35.23%	19	21.59%
		IDEA	1	4.00%	0	0.00%	1	4.00%	8	32.00%	16	64.00%
		ELL	0	0.00%	0	0.00%	0	0.00%	4	100.00%	0	0.00%
	2020-2021	All Students	192	58.36%	96	29.18%	96	29.18%	78	23.71%	59	17.93%
		Non-High Needs	161	69.40%	84	36.21%	77	33.19%	46	19.83%	25	10.78%
		High Needs	31	31.96%	12	12.37%	19	19.59%	32	32.99%	34	35.05%
		Low SES	21	31.82%	7	10.61%	14	21.21%	24	36.36%	21	31.82%
		IDEA	4	13.79%	2	6.90%	2	6.90%	9	31.03%	16	55.17%
		ELL	7	63.64%	4	36.36%	3	27.27%	3	27.27%	1	9.09%

Multi-Tiered System of Support (MTSS) - Academic

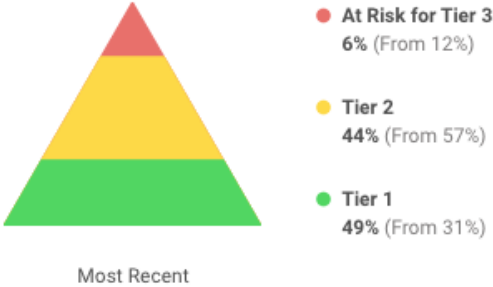
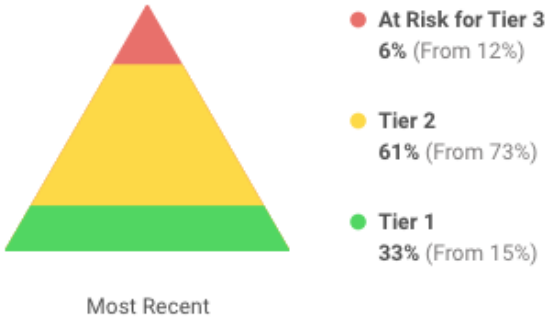
ELA Winter Diagnostic 2021-22 (Standard view)

If Moanalua Elementary School implements the Multi-Tiered Systems of Support (MTSS) process effectively, then students who are struggling will be able to make significant gains to close the academic gap between themselves and their grade level peers.

The school continues to revise and refine effective reading and math supports and progress monitoring systems to address all students' needs.

All teachers will:

- Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.

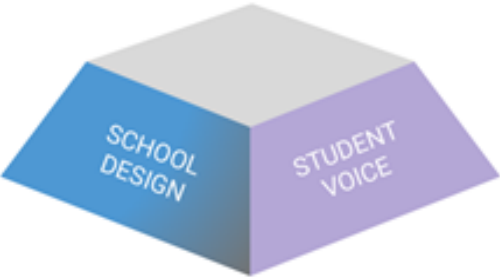
<p>Overall Placement</p>  <p>Math Winter Diagnostic 2021-22 (Standard view)</p> <p>Overall Placement</p> 		<ul style="list-style-type: none">• Differentiate instruction to meet students' needs• Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.• Complete/update a Student Profile sheet each month for students of concern and/or those requiring tier 3 support Those students are discussed and progress is tracked in the monthly peer reviews.• Do learning walks focused on small group instruction.<ul style="list-style-type: none">• All gen ed teachers will meet monthly as a Peer Review Team to review data, discuss student progress, and next steps: School Services Coordinator, Counselor, SpEd teacher, Curriculum Coordinator and Administrator.• Each grade level will update their priority standards for reading and math.• Align curriculum areas via vertical articulation during committee meetings• The leadership team will conduct small group walk-throughs each semester to track progress on small group instruction and provision of tier 2 supports.
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<p>Multi-Tiered System of Support (MTSS) - Social Emotional Learning</p>	<p>If the school implements a system to effectively address and support Social Emotional Learning (SEL), then it's stakeholders will have a <u>stronger sense of community.</u> Students will <u>feel safe, respected, valued, and demonstrate positive behavior</u> resulting in rigorous and relevant learning and positive attitudes towards school.</p>	<p>4a. Provide a PBIS/SEL training and/or refresher course for new faculty and staff, to include activities for each stage of the Tribes trail.</p> <p>4b. Provide an introductory session and overview of PBIS/SEL to new parents.</p> <p>4c. Teachers will implement strategies to increase a sense of belonging regularly and throughout the day, and move their classes beyond the inclusion stage.</p> <p>4d. PBIS Committee will meet quarterly to:</p> <ul style="list-style-type: none"> • Analyze behavioral data • Determine areas of strengths and needs • Plan action steps • Implement action steps • Monitor progress <p>4e. Survey faculty and students on perceptions of teaching, learning and school culture to determine areas of needs and areas of strengths</p>
<p>Project/Problem Based Learning (PBL)</p>	<p>If the school implements PBL effectively then students will be engaged in deeper learning experiences that <u>develop 21st century life skills</u> and allow them to <u>showcase their strengths.</u></p>	<ul style="list-style-type: none"> • The new GLO #3 rubric will be shared school wide for teachers to calibrate use of the rubric within their grade levels. • PBL Curriculum group will meet periodically to develop GLO #1&6 • Each grade level will review PBL units to ensure it is aligned to CCSS priority standards • All grade levels will review PBL units to include DOK levels and success criteria

		<ul style="list-style-type: none"> Each grade level will review PBL units to increase rigor to level 3 on the ICLE Rigor Rubric
Professional Learning	<p>The MES School-wide Professional Learning Plan is based on the following relationship between professional learning and student results. (From Learning Forward)</p> <p><i>A. If professional learning is standards-based, then it has greater potential to <u>change what educators know, are able to do, and believe.</u></i></p> <p><i>B. If educators' knowledge, skills, and dispositions change, then <u>they will have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.</u></i></p> <p><i>C. If educator practice improves, then <u>students have a greater likelihood of achieving results.</u></i></p> <p><i>D. If student results improve, then the cycle repeats for continuous improvement.</i></p>	<p>GOAL #1: MES will implement a schoolwide instructional model or framework (Rigor and Relevance Framework) to ensure clarity and consistency on instructional methods and approaches.</p> <ol style="list-style-type: none"> Professional development and training will be provided for all teachers and staff on the Rigor and Relevance Framework instructional model (for new teachers and a refresher for returning teachers). PD to include how to apply the instructional model into teachers' planning for curriculum, instruction, and assessments. Faculty will apply and implement specific strategies of the instructional model consistently and effectively and to the extent that it results in improved teaching practices in the classroom. High yield Instructional strategies training will be provided to increase teacher efficacy. <p>GOAL #2: Each Grade Level will receive ongoing and differentiated support for a priority area of need for professional development during the 2022-2023 school year.</p> <ol style="list-style-type: none"> Each Grade Level will identify a priority need area for professional development determined by student learning results, teacher PD needs, and vertical articulation meetings. A plan will be developed to support each grade level by addressing the needs through available resources.

		<ol style="list-style-type: none">3. Grade levels share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice.4. Teachers share their learning with their grade level as appropriate following a PD. <p>GOAL #3: Individual teachers will receive quality support and professional learning related to a priority need area of support.</p> <ol style="list-style-type: none">1. Individual teachers identify a priority need area of support for instruction.2. PD groups (PLCs) will be created based on needs to provide support and collaboration.3. Teachers share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice. <p>GOAL #4: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff</p> <p>Enabling Activities: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff by:</p> <ol style="list-style-type: none">1. Implementing a strength based approach to collaboration,2. Providing PD for administration, curriculum coordinators, and grade level chairpersons in instructional coaching, meeting facilitation, and teacher collaboration processes,3. Providing support for data / evidence collection and analysis.4. Providing a clear purpose for each PD initiative, specific indicators / metrics for data collection and
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		analysis to determine effectiveness.
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Innovation in Support of the Core: School Design and Student Voice

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

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

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

Special Education

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>STUDENT OUTCOMES</u> By the end of the 2021-22 SY:</p> <ul style="list-style-type: none"> 50% of students in special education will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>STUDENT OUTCOMES</u> By the end of the 2022-23 SY:</p> <ul style="list-style-type: none"> 50% of students in special education will meet their individual goals (typical or stretch) for Reading based on iReady End of Year view. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>STUDENT OUTCOMES</u> By the end of the 2023-24 SY:</p> <ul style="list-style-type: none"> 55% of students in special education will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view.

<ul style="list-style-type: none">• 50% of special education students in grades 3-6 will meet or exceed grade-level Lexile targets.• 80% of identified students with special needs in the FSC class for whom iReady Benchmark Assessments and KidBiz scores are inappropriate measures will have a 60% passed lessons rate on their iReady lessons.• Preschool students will progress from their current performance level to the next level on 60% of the Teaching Strategies (TS) GOLD Assessment.	<ul style="list-style-type: none">• 50% of students in special education will meet their individual goals (typical or stretch) for Math based on iReady End of Year view.• 50% of identified students with special needs for whom iReady Benchmark Assessments and/or KidBiz scores are inappropriate measures will have an 70% passed lessons rate on their iReady lessons and/or will earn a progress mark of P-Progressing or M-Mastered for 80% of IEP goals• Preschool students will progress from their current performance level to the next level on 65% of the Teaching Strategies (TS) GOLD Assessment.	<ul style="list-style-type: none">• 55%% of identified students with special needs in the FSC class for whom iReady Benchmark Assessments and/or KidBiz scores are inappropriate measures will have an 70% passed lessons rate on their iReady lessons.• Preschool students will progress from their current performance level to the next level on 70% of the Teaching Strategies (TS) GOLD Assessment.
<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none">• 90% of special education teachers report that the monthly Sped department peer review problem solving process effectively supports struggling learners (through effective feedback, timely supports, etc.)• 90% of special education teachers report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received.• High quality teaching and learning are visible in 80% of opportunities in classrooms of students with special needs based on specific indicator/criteria	<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none">• 100% of teachers reflect on implementation of the commitment/ goal(s) they set from their learning walk and make a positive change in their teaching practice.• 100% of special education teachers participate in a monthly peer review to collaborate and discuss specially designed instruction, next step actions, and services.• High quality teaching and learning are visible in 85% of opportunities in classrooms of students with	<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none">• 100% of special education teachers report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received.• 100% of teachers reflect on implementation of the commitment/ goal(s) they set from their learning walk and make a positive change in their teaching practice.• Monthly student profile sheets completed and discussed for struggling students in a peer review with concerns, interventions, next step actions, and services noted

<p>using an appropriate walkthrough protocol</p>	<p>special needs based on specific indicator/criteria using an appropriate walkthrough protocol</p> <ul style="list-style-type: none">• By the end of the 2022-23 SY, the percentage of K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math:<ul style="list-style-type: none">○ 80% or more with an overall scaled score at mid-year on grade level or above (green - tier 1)○ 15% or less with an overall scaled score at one grade level below (yellow - tier 2)○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3)• By the end of the 2022-23 school year, 80% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view.• By the end of the 2022-23 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals)	<ul style="list-style-type: none">• High quality teaching and learning are visible in 90% of opportunities in classrooms of students with special needs based on specific indicator/criteria using an appropriate walkthrough protocol
<p><i>Why you are implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p>	<p><i>Why you are implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p>	<p><i>Why you are implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p>

<p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> • be able to identify student needs, • provide appropriate targeted instruction, interventions, and other supports, • and to help our students make significant positive growth. <p>To encourage teacher feedback to improve upon and streamline the peer review process.</p>	<p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> • be able to identify student needs, • provide appropriate targeted instruction, interventions, and other supports, • and to help our students make significant positive growth. <p>To increase Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students).</p>	<p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> • be able to identify student needs, • provide appropriate targeted instruction, interventions, and other supports, • and to help our students make significant positive growth. <p>To increase Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students). e the achievement gap between our struggling learners and</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>If our special education processes and supports are successful,</p> <ul style="list-style-type: none"> • Our special education students will monitor their progress toward meeting or exceeding their individual iReady targets by the end of the school year. • Special education students will monitor their own progress toward meeting their grade level Lexile targets. • The achievement gap for subgroups will decrease • The sped department will report finding value in meeting on a regular monthly basis to analyze data, share ideas, problem-solve, and do professional development, and report that the collaboration has a positive effect. 	<p><i>How will you know that they are causing an improvement?</i></p> <p>If our special education processes and supports are successful,</p> <ul style="list-style-type: none"> • Our special education students will monitor their own progress towards meeting or exceeding their individual iReady targets by the end of the school year. • Special education students will monitor their own progress toward meeting or exceeding their Lexile goals and grade level Lexile targets. • The achievement gap for subgroups will decrease. • The sped department will report finding value in meeting on a regular monthly basis to analyze data, share ideas, problem-solve, and do professional development, and report that the collaboration has a positive effect. 	<p><i>How will you know that they are causing an improvement?</i></p> <p>If our special education processes and supports are successful,</p> <ul style="list-style-type: none"> • Our special education students will monitor their own progress towards meeting or exceeding their individual iReady targets by the end of the school year. • Special education students will monitor their own progress toward meeting or exceeding their Lexile goals and grade level Lexile targets. • The achievement gap for subgroups will decrease. • The sped department will report finding value in meeting on a regular monthly basis to analyze data, share ideas, problem-solve, and do professional development, and report that the collaboration has a positive effect.

Multi-Tiered System of Support (MTSS) - Academics

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
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<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> By the end of the 2021-22 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> 75% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) 20% or less with an overall scaled score at one grade level below (yellow - tier 2) 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) By the end of the 2021-22 school year, 75% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. By the end of the 2021-22 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> By the end of the 2022-23 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> 80% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) 15% or less with an overall scaled score at one grade level below (yellow - tier 2) 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) By the end of the 2022-23 school year, 80% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. By the end of the 2022-23 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> By the end of the 2023-24 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> 85% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) 10% or less with an overall scaled score at one grade level below (yellow - tier 2) 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) By the end of the 2023-24 school year, 85% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. By the end of the 2023-24 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals)
<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> 90% of teachers conduct small group instruction during tier 2 support time, 3+ times per week for reading. 	<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> 95% of teachers conduct differentiated instruction during RTI block 5 times per week for reading. 	<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> 100% of teachers conduct differentiated instruction during tier 2 support time, 3+ times per week for reading.

<ul style="list-style-type: none"> 80% of teachers conduct small group instruction during tier 2 support time, 3+ times per week for math. Monthly student profile sheets completed and discussed in a peer review with concerns, interventions, next step actions, and services noted 100% of teachers reflect on implementation of the commitment/goal(s) they set from their learning walk and make a positive change in their teaching practice. 	<ul style="list-style-type: none"> 85% of teachers conduct differentiated instruction during tier 2 support time, 3+ times per week for math. 100% of teachers will input i-ready, Kidbiz, etc data into classroom profile sheets monthly. 100% of teachers complete/update a Student Profile sheet each month for students of concern-including those requiring tier 3 support and meet monthly as a Peer Review Team to review data, discuss student progress, and next steps. 100% of teachers reflect on implementation of the commitment/ goal(s) they set from their learning walk and make a positive change in their teaching practice. High quality teaching and learning are visible in 85% of opportunities in classrooms based on specific indicator/criteria using an appropriate walkthrough protocol. 	<ul style="list-style-type: none"> 100% of teachers will input i-ready, Kidbiz, etc data into classroom profile sheets monthly. 90% of teachers conduct differentiated instruction during tier 2 support time, 3+ times per week for math. Monthly student profile sheets completed and discussed for struggling students in a peer review with concerns, interventions, next step actions, and services noted 100% of teachers reflect on implementation of the commitment/ goal(s) they set from their learning walk and make a positive change in their teaching practice.
<p><i>Why you are implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p> <p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> be able to identify student needs, 	<p><i>Why you are implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p> <p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> be able to identify student needs, 	<p><i>Why you are implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p> <p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> be able to identify student needs,

<ul style="list-style-type: none"> • provide appropriate targeted instruction, interventions, and other supports, • and to help our students make significant positive growth. <p>To encourage teacher feedback to improve upon and streamline the peer review process.</p>	<ul style="list-style-type: none"> • provide appropriate targeted instruction, interventions, and other supports, • and to help our students make significant positive growth. <p>To increase Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students).</p>	<ul style="list-style-type: none"> • provide appropriate targeted instruction, interventions, and other supports, • and to help our students make significant positive growth. <p>To increase Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students).</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>If our RTI processes and supports are successful,</p> <ul style="list-style-type: none"> • Our universal screening data will more closely resemble that of a typical RTI model: 80% tier 1, 15% tier 2, and 5% tier 3; • Students will meet or exceed their grade level Lexile targets; • The achievement gap for subgroups will decrease; • Students will be appropriately referred and qualify for special education services. • Teachers will be able to reference student profile sheets for concerns and interventions that were done in the previous grade level(s) to help in their decision making for instructions and next steps. • Teachers will be able to provide constructive feedback on how to improve our systems. 	<p><i>How will you know that they are causing an improvement?</i></p> <p>If our RTI processes and supports are successful,</p> <ul style="list-style-type: none"> • Students will meet or exceed their grade level Lexile targets; • The achievement gap for subgroups will decrease; • Students will be appropriately referred and qualify for special education services. • Teachers will be able to reference student profile sheets for concerns and interventions that were done in the previous grade level(s) to help in their decision making for instructions and next steps. • Teachers will report a high level of collective teacher efficacy. 	<p><i>How will you know that they are causing an improvement?</i></p> <p>If our RTI processes and supports are successful,</p> <ul style="list-style-type: none"> • Students will meet or exceed their grade level Lexile targets; • The achievement gap for subgroups will decrease; • Students will be appropriately referred and qualify for special education services. • Teachers will be able to reference student profile sheets for concerns and interventions that were done in the previous grade level(s) to help in their decision making for instructions and next steps. • Teachers will report a high level of collective teacher efficacy.

Multi-Tiered System of Support (MTSS) - Social Emotional Learning/PBIS

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your Measurable Outcomes around School Design and	What are your Measurable Outcomes around School Design and	What are your Measurable Outcomes around School Design and

<p><i>Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Community 80% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama: <ul style="list-style-type: none"> ○ Classroom Climate ○ Classroom Teacher-Student Relationship ○ School Belonging ○ School Safety ● SQS <ul style="list-style-type: none"> ○ Student Dimension <p>Behavior Office referral incidents will decrease by 20% from the previous year</p> <p>Attitude 80% of students express they have a positive attitude towards learning as evidence in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ○ Valuing School 	<p><i>Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Community 80% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama: <ul style="list-style-type: none"> ○ Classroom Climate ○ Classroom Teacher-Student Relationship ○ School Safety ● SQS <ul style="list-style-type: none"> ○ Student Dimension <p>74% Students in grades 3-5 and 48% Students in grade 6 will express they have a sense of community in the school/classroom as evidenced in:</p> <ul style="list-style-type: none"> ● Panorama: <ul style="list-style-type: none"> ○ School Belonging <p>Attitude 80% of students express they have a positive attitude towards learning as evidence in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ○ Valuing School 	<p><i>Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Community 85% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama: <ul style="list-style-type: none"> ○ Classroom Climate ○ Classroom Teacher-Student Relationship ○ School Safety ● SQS <ul style="list-style-type: none"> ○ Student Dimension <p>79% Students in grades 3-5 and 52% Students in grade 6 will express they have a sense of community in the school/classroom as evidenced in:</p> <ul style="list-style-type: none"> ● Panorama: <ul style="list-style-type: none"> ○ School Belonging <p>Attitude 85% of students express they have a positive attitude towards learning as evidence in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ○ Valuing School
<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> ● 100% of the new faculty and staff will participate in a Tribes training or refresher in the fall. ● Through a survey, 80% of the faculty and staff report that <ul style="list-style-type: none"> ○ They are able to regularly conduct Tribes 	<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> ● 100% of the new faculty and staff will participate in a PBIS/SEL training and/or refresher course-to include activities for each stage of the Tribes trail. Through a survey, 80% of teachers report regularly use SEL activities in the classroom 	<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> ● 100% of the new faculty and staff will participate in a SEL training or refresher training throughout the year. ● Exit pass data will show that 85% of teachers regularly use SEL activities in the classroom ● Through a survey, 85% of the faculty and staff report

<ul style="list-style-type: none">activities;○ They are able to move their class throughout the entire Tribes trail;○ They feel a sense of community within the school;○ Students demonstrated a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior	<ul style="list-style-type: none">● Through a survey, 80% of the faculty and staff report that<ul style="list-style-type: none">○ They feel a sense of community within the school○ Students demonstrate a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior	<ul style="list-style-type: none">that<ul style="list-style-type: none">○ They feel a sense of community within the school○ Students demonstrate a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior● School will develop resources of SEL activities
<p><i>Why you are implementing them?</i></p> <p>If the school implements Tribes effectively, then it will have a stronger sense of community – students will feel safe, respected , valued, and demonstrate positive behavior resulting in rigorous and relevant learning and positive attitudes towards school.</p>	<p><i>Why you are implementing them?</i></p> <p>If the school creates a system to effectively address and support Social Emotional Learning (SEL), then it will have a stronger sense of community – students will feel safe, respected , valued, and demonstrate positive behavior resulting in rigorous and relevant learning and positive attitudes towards school.</p>	<p><i>Why you are implementing them?</i></p> <p>If the school creates a system to effectively address and support Social Emotional Learning (SEL), then it will have a stronger sense of community – students will feel safe, respected , valued, and demonstrate positive behavior resulting in rigorous and relevant learning and positive attitudes towards school.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>Tribes will be implemented throughout the school using common language (Tribes agreements) and activities that build positive relationships and help students to regulate their behaviors.</p> <p>Both students and adults on campus will feel and report a stronger sense of community and positive school culture.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>SEL activities will be implemented throughout the school using common language and activities that build positive relationships and help students to regulate their behaviors.</p> <p>Both students and adults on campus will feel and report a stronger sense of community and positive school culture.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>SEL activities will be implemented throughout the school using common language and activities that build positive relationships and help students to regulate their behaviors.</p> <p>Both students and adults on campus will feel and report a stronger sense of community and positive school culture.</p>

Project/Problem Based Learning

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>Full Implementation of GLO #3</p> <ul style="list-style-type: none"> 80% of students consistently demonstrates GLO #3 based on rubric and report card grades <p>Initial Implementation GLO #1&6 rubric</p> <ul style="list-style-type: none"> 80% of students will show growth in the area of GLO #1&6 from 1st quarter grades (baseline data) <p>75% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs.</p> <p>Engagement</p> <p>The school will develop a student PBL survey, and 75% of students will report that the PBL experience:</p> <ul style="list-style-type: none"> helped them to be more engaged in their learning challenged them to think critically <p>as evidenced by student PBL survey</p> <p>Showcase</p> <p>100% of students will participate in a showcase of learning to highlight their strengths.</p> <p>The school will develop a student self-assessment & reflection tool.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>By the end of sy 2022-23, grades K-6 will:</p> <p>Full Implementation of GLO #3</p> <ul style="list-style-type: none"> 85% of students consistently demonstrates GLO #3 based on rubric and report card grades <p>Initial Implementation GLO #1&6 rubric</p> <ul style="list-style-type: none"> 80% of students will show growth in the area of GLO #1&6 from 1st quarter grades (baseline data) <p>80% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs.</p> <p>Engagement</p> <p>By the end of sy 2022-23</p> <p>By the end of sy 2022-23, Classroom Engagement will show</p> <ul style="list-style-type: none"> 71% of students in grades 3-5 58% of students in grade 6 <p>are engaged in classroom activities as evidenced in Panorama Student Perception Survey</p> <p>Showcase</p> <p>By the end of 2022-23 SY, 100% of students will participate in a showcase of learning to highlight their strengths.</p> <p>By the end of sy 2022-23, the school will develop a student self-assessment & reflection tool.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>Full Implementation of GLO #1,6</p> <ul style="list-style-type: none"> 85% of students consistently demonstrates GLO #1 & 6 based on rubric and report card grades <p>Initial Implementation GLO # 2, 4, 5 rubric</p> <ul style="list-style-type: none"> 80% of students will show growth in the area of GLO #2,4,5 from 1st quarter grades (baseline data) <p>85% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs.</p> <p>Engagement</p> <p>Classroom Engagement will show</p> <ul style="list-style-type: none"> 76% of students in grades 3-5 63% of students in grade 6 <p>are engaged in classroom activities as evidenced in Panorama Student Perception Survey</p> <p>Showcase</p> <p>100% of students will participate in a showcase of learning to highlight their strengths.</p> <p>The school will develop a student self-assessment & reflection tool.</p>

75% of students will be able to identify their areas of strength	<p>By the end of sy 2022-23, 80% of students will be able to identify their areas of strength</p> <p>80% of students will be able to identify their areas of strength</p>	85% of students will be able to identify their areas of strength
<p><u>STAFF OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>Initial Implementation of GLO #1&6</p> <ul style="list-style-type: none"> 100% of teachers will collegially grade a sample of students based on the GLO #1&6 rubric to calibrate to increase teacher efficacy. <p>80% of grade levels will report that PBL units are at a level 4 on the ICLE Rigor Rubric</p>	<p><u>STAFF OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>Initial Implementation of GLO #1&6</p> <ul style="list-style-type: none"> 100% of teachers will collegially grade a sample of students based on the GLO #1&6 rubric to calibrate to increase teacher efficacy. <p>85% of grade levels will report that PBL units are at a level 4 on the ICLE Rigor Rubric</p>	<p><u>STAFF OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>Initial Implementation of GLO #2,4&5</p> <ul style="list-style-type: none"> 100% of teachers will collegially grade a sample of students based on the GLO #2,4,5 rubric to calibrate to increase teacher efficacy. <p>90% of grade levels will report that PBL units are at a level 4 on the ICLE Rigor Rubric</p>
<p><i>Why you are implementing them?</i></p> <p>If the school implements PBL effectively then students will be engaged in <u>deeper learning</u> experiences that develop</p>	<p><i>Why you are implementing them?</i></p> <p>If the school implements PBL effectively then students will be engaged in <u>deeper learning</u> experiences that develop 21st century life skills and allow them to showcase their strengths.</p>	<p><i>Why you are implementing them?</i></p> <p>If the school implements PBL effectively then students will be engaged in <u>deeper learning</u> experiences that develop 21st century life skills and allow them to showcase their strengths.</p>
<i>How will you know that they are causing an improvement?</i>	<i>How will you know that they are causing an improvement?</i>	<i>How will you know that they are causing an improvement?</i>

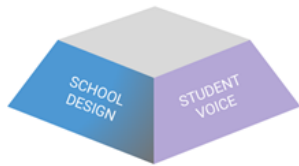
<ul style="list-style-type: none"> • School-wide GLO #1&6 rubric to align students 21st century skill k-6 to ensure there is a spiraling and progression to the skill of focus • Refine student survey to inform teachers on student engagement • Refine process to calibrate Rubric for GLO #1&6 • Refine walk through protocol to observe student behavior • Refine student showcase self-assessment & reflection to highlight their learning and strengths. 	<ul style="list-style-type: none"> • School-wide GLO #1&6 rubric to align students 21st century skill k-6 to ensure there is a spiraling and progression to the skill of focus 2022-23 • School-wide, grade level appropriate, student survey to inform teachers on student engagement • School-wide process to calibrate Rubric for GLO #1&6 • School-wide, grade level appropriate, walk through protocol to observe student behavior • School-wide, grade level appropriate, student showcase self-assessment & reflection to highlight their learning and strengths. 	<ul style="list-style-type: none"> • GLO that is fully aligned with the 4 C's and calibrated by the end of 2023-24 • School-wide, grade level appropriate, student survey to inform teachers on student engagement • School-wide process to calibrate Rubric for GLO #2,4,&5 • School-wide, grade level appropriate, walk through protocol shows a growth in positive student behavior • School-wide, grade level appropriate, student showcase self-assessment & reflection to highlight their learning and strengths.
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Professional Learning

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> • By the end of the 2021-22 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 75% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 25% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> • By the end of the 2022-23 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 80% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 15% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> • By the end of the 2023-24 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 85% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 10% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+

<p>grade levels below (red - tier 3)</p> <ul style="list-style-type: none"> By the end of the 2021-22 school year, 75% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. By the end of the 2021-22 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p>grade levels below (red - tier 3)</p> <ul style="list-style-type: none"> By the end of the 2022-23 school year, 80% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. By the end of the 2022-23 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p>grade levels below (red - tier 3)</p> <ul style="list-style-type: none"> By the end of the 2023-24 school year, 85% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. By the end of the 2022-23 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals)
<p><u>STAFF OUTCOMES</u> Teacher Practice</p> <ul style="list-style-type: none"> By the end of 2021-22, high quality teaching and learning are visible in 80% of classes based on a selected walkthrough protocol. By the end of 2021-22 100% of grade levels will showcase their learning from their GLPDP. By the end of 2021-22, 100% of teachers will complete IPDP with reflections. 70% teachers report that they are able to apply their understanding of the Rigor and Relevance Framework when planning their curriculum, instruction, and assessment. 90% of the Professional Development delivery team report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received 25% of faculty will have acquired at least 6 Sheltered 	<p><u>STAFF OUTCOMES</u> Teacher Practice</p> <ul style="list-style-type: none"> By the end of 2022-23, high quality teaching and learning are visible in 80% of classes based on a selected walkthrough protocol. By the end of 2022-23 100% of grade levels will showcase their learning from their GLPDP. By the end of 2022-23, 100% of teachers will complete IPDP with reflections. 70% teachers report that they are able to apply their understanding of the Rigor and Relevance Framework when planning their curriculum, instruction, and assessment. 90% of the faculty report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received 25% of faculty will have acquired at least 6 Sheltered 	<p><u>STAFF OUTCOMES</u> Teacher Practice</p> <ul style="list-style-type: none"> By the end of 2023-24, high quality teaching and learning are visible in 85% of classes based on a selected walkthrough protocol. By the end of 2023-24 100% of grade levels will showcase their learning from their GLPDP. By the end of 2023-24, 100% of teachers will complete IPDP with reflections. 75% teachers report that they are able to apply their understanding of the Rigor and Relevance Framework when planning their curriculum, instruction, and assessment. 95% of the faculty report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received 50% of faculty will have acquired at least 6 Sheltered

<p>Instruction Credits</p> <ul style="list-style-type: none"> 50% of faculty will have acquired at least 3 Sheltered Instruction Credits 	<p>Instruction Credits</p> <ul style="list-style-type: none"> 50% of faculty will have acquired at least 3 Sheltered Instruction Credits 	<p>Instruction Credits</p> <ul style="list-style-type: none"> 75% of faculty will have acquired at least 3 Sheltered Instruction Credits
<p><i>Why you are implementing them?</i></p> <p>Moanalua Elementary's Professional Learning Plan is designed to include schoolwide PD, as well as differentiated PD for grade levels and individuals. When educators' knowledge, skills, and dispositions change, they will have a broader repertoire of effective strategies to use in their classroom. Improved teacher practice will then have a greater likelihood of increasing student achievement. The school has been focusing on core instruction and tier 2 targeted supports in order to increase the number of students who are proficient in ELA and math.</p>	<p><i>Why you are implementing them?</i></p> <p>Moanalua Elementary's Professional Learning Plan is designed to include schoolwide PD, as well as differentiated PD for grade levels and individuals. When educators' knowledge, skills, and dispositions change, they will have a broader repertoire of effective strategies to use in their classroom. Improved teacher practice will then have a greater likelihood of increasing student achievement. The school has been focusing on core instruction and tier 2 targeted supports in order to increase the number of students who are proficient in ELA and math.</p>	<p><i>Why you are implementing them?</i></p> <p>Moanalua Elementary's Professional Learning Plan is designed to include schoolwide PD, as well as differentiated PD for grade levels and individuals. When educators' knowledge, skills, and dispositions change, they will have a broader repertoire of effective strategies to use in their classroom. Improved teacher practice will then have a greater likelihood of increasing student achievement. The school has been focusing on core instruction and tier 2 targeted supports in order to increase the number of students who are proficient in ELA and math.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> Teachers apply PD and report on impact to learning in the classroom <ul style="list-style-type: none"> Individual Professional Development Plan Student learning results increase <ul style="list-style-type: none"> I-ready Achieve Classroom assessment Student reflections Refine assessment to measure effectiveness of current Professional learning Refine Classroom instructional observations and Teacher learning walk tools High quality teaching and learning are more visible in the classroom as evidence in BERC data collection 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> Teachers apply PD and report on impact to learning in the classroom <ul style="list-style-type: none"> Individual Professional Development Plan Student learning results increase <ul style="list-style-type: none"> I-ready Achieve Classroom assessment Student reflections School develops or finds assessment to measure effectiveness of current Professional learning Classroom instructional observations and Teacher learning walk tools High quality teaching and learning are more visible in the classroom as evidence in BERC data collection 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> Teachers apply PD and report on impact to learning in the classroom <ul style="list-style-type: none"> Individual Professional Development Plan Student learning results increase <ul style="list-style-type: none"> I-ready Achieve Classroom assessment Student reflections School develops or finds assessment to measure effectiveness of current Professional learning Classroom instructional observations and Teacher learning walk tools High quality teaching and learning are more visible in the classroom as evidence in BERC data collection



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

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<i>Add beginning of the year measurements here.</i>	<i>Add throughout the year measurements here.</i>	<i>Add end of year goals here.</i>
<p>Special Education</p> <p>Based on 2021-22 winter diagnostic results:</p> <p>26% of students in special education are somewhat likely to meet their individual goals (typical or stretch) for Reading in i-ready</p> <p>22% of students in special education are somewhat likely to meet their individual goals (typical or stretch) for Math in i-ready</p>	<p>Progress on IEP goals</p> <p>iReady:</p> <ul style="list-style-type: none"> Online lesson completion and passed lessons Growth monitoring Domain data Benchmark assessments <p>KidBiz/TeenBiz Lexiles</p> <p>Classroom data:</p> <ul style="list-style-type: none"> ELA assessments Math unit assessments <p>Peer Review Process:</p> <ul style="list-style-type: none"> Class Data sheets 	<p><u>STUDENT OUTCOMES</u></p> <p>By the end of the 2022-23 SY:</p> <ul style="list-style-type: none"> 60% of students in special education will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. 85% of identified students with special needs in the FSC class for whom iReady Benchmark Assessments and/or KidBiz scores are inappropriate measures will have an 70% passed lessons rate on their iReady lessons. Preschool students will progress from their current performance level to the next level on 80% of the Teaching Strategies (TS) GOLD Assessment. <p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> 100% of special education teachers report that the

		<p>monthly Sped department peer review problem solving process effectively supports struggling learners (through effective feedback, timely supports, etc.)</p> <ul style="list-style-type: none">• 100% of special education teachers report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received.• 100% of teachers reflect on implementation of the commitment/ goal(s) they set from their learning walk and make a positive change in their teaching practice.
<p>Multi-Tiered System of Support - Academics</p> <p>Based on 2021-22 winter diagnostic results:</p> <ul style="list-style-type: none">• The percentage of MES grade K-6 students at each grade level within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading:<ul style="list-style-type: none">○ 49% or more with an overall scaled score at mid-year on grade level or above (green - tier 1)○ 44% or less with an overall scaled score at one grade level below (yellow - tier 2)○ 7% or less with an overall scaled score at 2+ grade levels below (red - tier 3)• The percentage of MES grade K-6 students at each grade level within the recommended RTI targets based on the universal screener, iReady (end of year view) for Math:	<p>Universal Screener data: iReady</p> <ul style="list-style-type: none">• Online lesson completion and passed lessons• Growth monitoring• Domain data• Benchmark assessments <p>KidBiz/TeenBiz Lexiles</p> <p>Classroom data:</p> <ul style="list-style-type: none">• ELA assessments• Math unit assessments <p>Peer Review Process:</p> <ul style="list-style-type: none">• Vulnerable Learner Data sheets and Student Profile sheets	<p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none">• By the end of the 2022-23 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math:<ul style="list-style-type: none">○ 80% or more with an overall scaled score at mid-year on grade level or above (green - tier 1)○ 15% or less with an overall scaled score at one grade level below (yellow - tier 2)○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3)• By the end of the 2022-23 school year, 80% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view.

<ul style="list-style-type: none">○ 33% or more with an overall scaled score at mid-year on grade level or above (green - tier 1)○ 61% or less with an overall scaled score at one grade level below (yellow - tier 2)○ 6% or less with an overall scaled score at 2+ grade levels below (red - tier 3)		<ul style="list-style-type: none">● By the end of the 2022-23 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) <p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none">● 95% of teachers conduct differentiated instruction during tier 2 support time, 3+ times per week for reading.● 100% of teachers will input i-ready, Kidbiz, etc data into classroom profile sheets monthly.● 85% of teachers conduct differentiated instruction during tier 2 support time, 3+ times per week for math.● Monthly student profile sheets completed and discussed in a peer review with concerns, interventions, next step actions, and services noted● 100% of teachers reflect on implementation of the commitment/ goal(s) they set from their learning walk and make a positive change in their teaching practice.										
<p>Multi-Tiered System of Support - Social Emotional Learning/Tribes (SEL)</p> <table><tr><td></td><td colspan="2">Gr 3-5</td><td colspan="2">Gr 6</td></tr><tr><td>SY</td><td>20-21</td><td>21-22</td><td>20-21</td><td>21-22</td></tr></table>		Gr 3-5		Gr 6		SY	20-21	21-22	20-21	21-22		<p><u>STUDENT OUTCOMES</u></p> <p>Community</p> <p>80% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys:</p> <ul style="list-style-type: none">● Panorama:<ul style="list-style-type: none">○ Classroom Climate○ Classroom Teacher-Student Relationship
	Gr 3-5		Gr 6									
SY	20-21	21-22	20-21	21-22								

<table><tr><td>Climate</td><td>77%</td><td>79%</td><td>82%</td><td>77%</td></tr><tr><td>Teacher-Student Relationship</td><td>77%</td><td>79%</td><td>72%</td><td>77%</td></tr><tr><td>School Belonging</td><td>68%</td><td>72%</td><td>42%</td><td>50%</td></tr><tr><td>School Safety</td><td>75%</td><td></td><td>77%</td><td></td></tr><tr><td>SQS - Safety Dimension</td><td>70%</td><td></td><td>64%</td><td></td></tr></table>	Climate	77%	79%	82%	77%	Teacher-Student Relationship	77%	79%	72%	77%	School Belonging	68%	72%	42%	50%	School Safety	75%		77%		SQS - Safety Dimension	70%		64%			<ul style="list-style-type: none"><ul style="list-style-type: none">School BelongingSchool SafetySQS<ul style="list-style-type: none">Student Dimension <p>Behavior Office referral incidents will decrease by 20% from the previous year</p> <p>Attitude 80% of students express they have a positive attitude towards learning as evidence in the following student surveys:</p> <ul style="list-style-type: none">Panorama<ul style="list-style-type: none">Valuing School <p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none">100% of the new faculty and staff will participate in a SEL training or refresher training throughout the year. Exit pass data will show that 80% of teachers regularly use SEL activities in the classroomThrough a survey, 80% of the faculty and staff report that<ul style="list-style-type: none">They are able to regularly conduct SEL activities;They feel a sense of community within the schoolStudents demonstrate a stronger sense of community, feel safe, respected, valued, and demonstrate positive behaviorSchool will develop resources of SEL activities
Climate	77%	79%	82%	77%																							
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Project/Problem Based Learning (PBL)	ICLE Rigor Rubric	<p><u>STUDENT OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills Full Implementation of GLO #1,3,6</p>																									

<p>A vertical PBL team consisting of grades K-6 teachers has been formed. The group has completed developing a school-wide rubric for GLO 3 consisting of three grade level bands K, 1-2, and 3-6.</p> <p>The grade levels are in the process of evaluating their PBL units using ICLE’s Rigor Rubric.</p> <p>Due to the continuing effects of the Pandemic, the PBL work involving the implementation and development of the GLO rubrics was put on hold. The work will carry over into 2022-23.</p>	<p>PBL Project Design Rubric</p>	<ul style="list-style-type: none">85% of students consistently demonstrates GLO #1,3,6 based on rubric and report card grades <p>Initial Implementation GLO #1&6 rubric</p> <ul style="list-style-type: none">80% of students will show growth in the area of GLO #2,4,5 from 1st quarter grades (baseline data) <p>80% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs.</p> <p>Engagement</p> <p>The school will develop a student PBL survey, and 80% of students will report that the PBL experience:</p> <ul style="list-style-type: none">helped them to be more engaged in their learningchallenged them to think critically <p>as evidenced by student PBL survey</p> <p>Showcase</p> <p>100% of students will participate in a showcase of learning to highlight their strengths.</p> <p>The school will develop a student self-assessment & reflection tool.</p> <p><u>STAFF OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>Initial Implementation of GLO #2,4&5</p> <ul style="list-style-type: none">100% of teachers will collegially grade a sample of students based on the GLO #2,4,5 rubric to calibrate to increase teacher efficacy. <p>85% of grade levels will report that PBL units are at a level 4 on the ICLE Rigor Rubric</p>
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<p>Professional Learning</p> <p>Based on 2021-22 winter diagnostic results:</p> <ul style="list-style-type: none"> • The percentage of MES grade K-6 students at each grade level within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading: <ul style="list-style-type: none"> ○ 49% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 44% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 7% or less with an overall scaled score at 2+ grade levels below (red - tier 3) • The percentage of MES grade K-6 students at each grade level within the recommended RTI targets based on the universal screener, iReady (end of year view) for Math: <ul style="list-style-type: none"> ○ 33% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 61% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 6% or less with an overall scaled score at 2+ grade levels below (red - tier 3) 	<p>Universal Screener data: iReady</p> <p>Online lesson completion and passed lessons</p> <ul style="list-style-type: none"> • Growth monitoring • Domain data • Benchmark assessments <p>KidBiz/TeenBiz Lexiles</p> <p>Classroom data:</p> <ul style="list-style-type: none"> • ELA assessments • Math unit assessments <p>Peer Review Process:</p> <ul style="list-style-type: none"> • Class Data sheets and Student Profile sheets <p>Progress on IEP goals</p> <p>Grade levels Rigor Rubric data</p> <p>Walk-through data</p> <p>Teacher surveys of understanding and application levels of the Rigor/Relevance Instructional model</p> <p>Mid-reflections on GLPDPs and IPDPs</p>	<p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> • By the end of the 2022-23 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 80% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 15% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) • By the end of the 2022-23 school year, 80% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. • By the end of the 2022-23 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) <p><u>STAFF OUTCOMES</u></p> <p>Teacher Practice</p> <ul style="list-style-type: none"> • By the end of 2022-23, high quality teaching and learning are visible in 80% of classes based on a selected walkthrough protocol. • By the end of 2022-23 100% of grade levels will showcase their learning from their GLPDP. • By the end of 2022-23, 100% of teachers will complete IPDP with reflections. • 70% teachers report that they are able to apply their understanding of the Rigor and Relevance
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		<p>Framework when planning their curriculum, instruction, and assessment.</p> <ul style="list-style-type: none"> • 90% of the faculty report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received • 25% of faculty will have acquired at least 6 Sheltered Instruction Credits • 50% of faculty will have acquired at least 3 Sheltered Instruction Credits
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Student Outcomes (SY 2022-23)

	Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitorin g Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Special Education	<u>STUDENT OUTCOMES</u> By the end of the 2022-23 SY: <ul style="list-style-type: none"> • 60% of students in special education will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. 	<ul style="list-style-type: none"> • Special Education teachers will: • Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions. 	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Provide specially designed instruction to meet students' needs	yearlong	WSF	School Academic Review Team, walk-throu ghs	daily	

	Benchmark Assessments and KidBiz scores are inappropriate measures will have an 80% passed lessons rate on their iReady lessons.	Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
	<ul style="list-style-type: none"> Preschool students will progress from their current performance level to the next level on 80% of the Teaching Strategies (TS) GOLD Assessment. 	Complete/update a Student Profile sheet each month for students of concern. Those students are discussed and progress is tracked in the monthly peer reviews.	yearlong		Articulation Meetings/ Peer Reviews	monthly	
		Do learning walks focused on small group instruction.	yearlong	WSF	Articulation Meetings/ Peer Reviews	semesterly	
		Participate in professional learning and/or coaching related to a priority area of need/support based on student learning evidence.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly, as needed	
MTSS	<ul style="list-style-type: none"> By the end of the 2022-23 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year 	<ul style="list-style-type: none"> The school continues to revise and refine effective reading and math supports and progress monitoring systems to address all students' needs. <u>All</u> teachers will: 		WSF			

	<p>view) for Reading and Math:</p> <ul style="list-style-type: none"> ○ 80% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 15% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) <ul style="list-style-type: none"> ● By the end of the 2022-23 school year, 80% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. 	Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.	yearlong	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	monthly	
		Differentiate instruction to meet students' needs	yearlong	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	daily	
		Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.	yearlong	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	monthly	
		Complete/update a Student Profile sheet each month for students of concern and/or those requiring tier 3 supports or special education services. Those students are discussed and progress is tracked in the monthly peer reviews.	yearlong	WSF	Articulation Meetings/ Peer Reviews, Reading & Math Committee Meetings	monthly	

	<ul style="list-style-type: none"> By the end of the 2022-23 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	Do learning walks focused on small group instruction.	yearlong	WSF	Academic Review Team Meetings, Reading & Math Committee Meetings	quarterly	
		All gen ed teachers will meet monthly with the Peer Review Team: School Services Coordinator, Counselor, SpEd teacher, Curriculum Coordinator and Administrator (as needed). Services are determined and student progress is tracked.	yearlong	WSF	Articulation Meetings/ Peer Reviews, Reading & Math Committee Meetings	monthly	
		Each grade level will update their priority standards for reading and math.	Q1	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	Q1	
		Align curriculum areas via vertical articulation during committee meetings	yearlong	WSF	Reading & Math Committee Meetings	semi-quarterly	
		The leadership team will conduct small group	winter, spring	WSF	School Academic	semesterly	

		walk-throughs each semester to track progress on small group instruction and provision of tier 2 supports.			Review Team, walk-throughs		
PBL	Deeper Learning/21st Century Skills Deeper Learning/21st Century Skills Full Implementation of GLO #1,3,6 <ul style="list-style-type: none"> 85% of students consistently demonstrates GLO #1,3,6 based on rubric and report card grades Initial Implementation GLO #1&6 rubric <ul style="list-style-type: none"> 80% of students will show growth in the area of GLO #2,4,5 from 1st quarter grades (baseline data) 80% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs. Engagement	3a. By the end of 2022-23 SY, MES will fully implement the new GLO #3 rubric school wide. <ul style="list-style-type: none"> Schoolwide calibration using rubric 	<ul style="list-style-type: none"> yearlong Q1 	WSF	PBL Committee Meetings	semi-quarterly	
		3b. By the end of 2022-23 SY, MES will create and refine a GLO #1 and #6 school-wide rubrics.	Semester 2	WSF	PBL Committee Meetings	semi-quarterly	
		3c. 100% of grade level will align their PBL units to CCSS priority standards.	Q1	WSF	PBL Committee Meetings	Q1	
		100% of grade levels will report that PBL units are at a level 3 on the ICLE Rigor Rubric	yearlong	WSF	PBL Committee Meetings	Semesterly	

	<p>The school will develop a student PBL survey, and 80% of students will report that the PBL experience:</p> <ul style="list-style-type: none"> helped them to be more engaged in their learning challenged them to think critically <p>as evidenced by student PBL survey</p> <p>Showcase 100% of students will participate in a showcase of learning to highlight their strengths.</p> <p>The school will develop a student self-assessment & reflection tool.</p> <p>80% of students will be able to identify their areas of strength</p>						
Tribes	<p>Community 80% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys:</p> <ul style="list-style-type: none"> Panorama: 	<ul style="list-style-type: none"> 4a. Provide a Tribes training and/or refresher course for new faculty and staff, to include activities for 	Fall	WSF	Academic Review Team Meeting	Q1	

	<ul style="list-style-type: none"> Classroom Climate Classroom Teacher-Student Relationship School Belonging School Safety SQS Student Dimension <p>Behavior Office referral incidents will decrease by 20% from the previous year</p> <p>Attitude 80% of students express they have a positive attitude towards learning as evidence in the following student surveys:</p> <ul style="list-style-type: none"> Panorama <ul style="list-style-type: none"> Valuing School 	each stage of the Tribes trail.					
		4b. Provide an introductory session and overview of Tribes to new parents.	Fall	WSF	Academic Review Team Meeting	Q1	
		4c. Teachers will implement Tribes regularly and throughout the day, and move their classes beyond the inclusion stage.	yearlong	WSF	Survey	semesterly	
		4c. PBIS Committee will meet quarterly to: <ul style="list-style-type: none"> Analyze behavioral data Determine areas of strengths and needs Plan action steps Implement action steps Monitor progress 	<ul style="list-style-type: none"> Q1, Q2, Q3, Q4 	WSF	Tribes Committee Meetings	quarterly	
		4e. Survey faculty and students on perceptions of teaching, learning and school culture to determine areas of needs and areas of strengths	Winter, Spring	WSF	Survey, Tribes Committee Meetings	semesterly	
Professional Learning Plan	Student Achievement <ul style="list-style-type: none"> By the end of the 2022-23 SY, the percentage of MES grade K-6 students at 	GOAL #1: MES will implement a schoolwide instructional model or framework (Rigor and Relevance Framework) to ensure clarity and	yearlong	WSF	Academic Review Team Meetings	quarterly	

	<p>each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math:</p> <ul style="list-style-type: none"> ○ 85% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 15% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) <ul style="list-style-type: none"> ● By the end of the 2022-23 school year, 80% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. 	<p>consistency on instructional methods and approaches.</p> <p>Professional development and training will be provided for all teachers and staff on the Rigor and Relevance Framework instructional model (for new teachers and a refresher for returning teachers). PD to include how to apply the instructional model into teachers' planning for curriculum, instruction, and assessments. Faculty will apply and implement specific strategies of the instructional model consistently and effectively and to the extent that it results in improved teaching practices in the classroom. High yield Instructional strategies training will be provided to increase teacher</p>						
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	<ul style="list-style-type: none"> By the end of the 2022-23 SY, 85% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p>efficacy.</p> <p>GOAL #2: Each Grade Level will receive ongoing and differentiated support for a priority need area for professional development during the 2022-23 school year.</p> <ol style="list-style-type: none"> Each Grade Level will identify a priority need area for professional development determined by student learning results, teacher PD needs, and vertical articulation meetings. A plan will be developed to support each grade level by addressing the needs through available resources. Grade levels share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice. Teachers share their learning with their 	yearlong	WSF	Academic Review Team Meetings	semesterly	
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		grade level as appropriate following a PD.					
		GOAL #3: Individual teachers will receive quality support and professional learning related to a priority need area of support. <ol style="list-style-type: none"> 1. Individual teachers identify a priority need area of support for instruction. 2. PD groups (PLCs) will be created based on needs to provide support and collaboration. 3. Teachers share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice. 	yearlong	WSF	Academic Review Team Meetings	semesterly	
		GOAL #4: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff	yearlong	WSF	Academic Review Team Meetings	semesterly	

		<p>Enabling Activities: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff by:</p> <ol style="list-style-type: none"> 1. Implementing a strength based approach to collaboration, 2. Providing PD for administration, curriculum coordinators, and grade level chairpersons in instructional coaching, meeting facilitation, and teacher collaboration processes, 3. Providing support for data / evidence collection and analysis. 4. Providing a clear purpose for each PD initiative, specific indicators / metrics for data collection and analysis to determine effectiveness. 					
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Staff Outcomes (SY 2022-23)

	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)
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Special Education	<ul style="list-style-type: none"> 100% of special education teachers report that the monthly Sped department peer review problem solving process effectively supports struggling learners (through effective feedback, timely supports, etc.) 100% of special education teachers report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received. 100% of teachers reflect on implementation of the commitment/ goal(s) they set from their learning walk and make a positive change in their teaching practice. 	Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Provide specially designed instruction to meet students' needs	yearlong	WSF	School Academic Review Team, walk-throughs	daily	
		Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Complete/update a Student Profile sheet each month for students of concern. Those students are discussed and progress is tracked in the monthly peer reviews.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Do learning walks focused on small group instruction.	yearlong	WSF	Articulation Meetings/ Peer Reviews	semesterly	

		Participate in professional learning and/or coaching related to a priority area of need/support based on student learning evidence.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly, as needed	
MTSS	<ul style="list-style-type: none"> 95% of teachers conduct differentiated instruction during tier 2 support time, 3+ times per week for reading. 100% of teachers will input i-ready, Kidbiz, etc data into classroom profile sheets monthly. 85% of teachers conduct differentiated instruction during tier 2 support time, 3+ times per week for math. Monthly student profile sheets completed and discussed in a peer review with concerns, interventions, next step actions, and services noted 100% of teachers reflect on implementation of the commitment/ goal(s) 	<p>The school continues to revise and refine effective reading and math supports and progress monitoring systems to address all students' needs.</p> <p>All teachers will:</p>		WSF			
		Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.	yearlong	WSF	Grade Level Articulation Meetings	monthly	
		Differentiate instruction to meet students' needs	yearlong	WSF	Grade Level Articulation Meetings	daily	
		Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.	yearlong	WSF	Grade Level Articulation Meetings	monthly	

	they set from their learning walk and make a positive change in their teaching practice.	Complete/update a Student Profile sheet each month for students of concern and/or those requiring tier 3 supports or special education services. Those students are discussed and progress is tracked in the monthly peer reviews.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Do learning walks focused on small group instruction.	yearlong	WSF	Academic Review Team Meetings	quarterly	
		All gen ed teachers will meet monthly with the Peer Review Team: School Services Coordinator, Counselor, SpEd teacher, Curriculum Coordinator and Administrator (as needed). Services are determined and student progress is tracked.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Each grade level will update their priority standards for reading and math.	Q1	WSF	Grade Level Articulation Meetings	Q1	
		Align curriculum areas via vertical articulation during committee meetings	yearlong	WSF	Curriculum Committee Meetings	semi-quarterly	

		The leadership team will conduct small group walk-throughs each semester to track progress on small group instruction and provision of tier 2 supports.	winter, spring	WSF		semesterly	
PBL	Deeper Learning/21st Century Skills Initial Implementation of GLO #2,4&5 <ul style="list-style-type: none"> 100% of teachers will collegially grade a sample of students based on the GLO #2,4,5 rubric to calibrate to increase teacher efficacy. 100% of grade levels will report that PBL units are at a level 4 on the ICLE Rigor Rubric	3a. By the end of 2020-21 SY, MES will fully implement the new GLO #3 rubric school wide. <ul style="list-style-type: none"> Schoolwide calibration using rubric 	yearlong Q1	WSF	PBL Committee Meetings	Semesterly	
		3b. By the end of 2020-21 SY, MES will create and refine a GLO #1 and #6 school-wide rubrics.	Semester 2	WSF	PBL Committee Meetings	semi-quarterly	
		3c. 100% of grade level will align their PBL units to CCSS priority standards.	Q1	WSF	PBL Committee Meetings	Q1	
		100% of grade levels will report that PBL units are at a level 3 on the ICLE Rigor Rubric	yearlong	WSF	PBL Committee Meetings	Semesterly	
Tribes	100% of the new faculty and staff will participate in a SEL training or refresher training throughout the year. Exit pass data will show	4a. Provide a Tribes training and/or refresher course for new faculty and staff, to include activities for each stage of the Tribes trail.	Fall	WSF	Academic Review Team Meeting	Q1	

	<p>that 80% of teachers regularly use SEL activities in the classroom</p> <ul style="list-style-type: none"> Through a survey, 80% of the faculty and staff report that They are able to regularly conduct SEL activities;they feel a sense of community within the school Students demonstrate a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior School will develop resources of SEL activities 	4b. Provide an introductory session and overview of Tribes to new parents.	Fall	WSF	Academic Review Team Meeting	Q1	
		4c. Teachers will implement Tribes regularly and throughout the day, and move their classes beyond the inclusion stage.	yearlong	WSF	Survey	semesterly	
		<p>4c. PBIS Committee will meet quarterly to:</p> <ul style="list-style-type: none"> Analyze behavioral data Determine areas of strengths and needs Plan action steps Implement action steps Monitor progress 	Q1, Q2, Q3, Q4	WSF	Tribes Committee Meetings	quarterly	

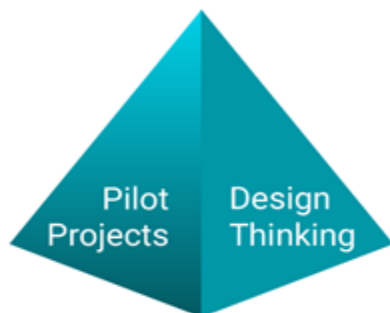
		4e. Survey faculty and students on perceptions of teaching, learning and school culture to determine areas of needs and areas of strengths	Winter, Spring	WSF	Survey, Tribes Committee Meetings	semesterly	
Professional	<ul style="list-style-type: none"> By the end of By the end of 2022-23, high quality teaching and learning 	GOAL #1: MES will implement a schoolwide instructional model or	yearlong	WSF	Academic Review	semesterly	

<p>Learning Plan</p>	<p>are visible in 80% of classes based on a selected walkthrough protocol.</p> <ul style="list-style-type: none"> • By the end of 2022-23 100% of grade levels will showcase their learning from their GLPDP. • By the end of 2022-23, 100% of teachers will complete IPDP with reflections. • 70% teachers report that they are able to apply their understanding of the Rigor and Relevance Framework when planning their curriculum, instruction, and assessment. • 100% of the Professional Development delivery team report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received • 25% of faculty will have acquired at least 6 Sheltered Instruction Credits • 50% of faculty will have acquired at least 3 Sheltered Instruction 	<p>framework (Rigor and Relevance Framework) to ensure clarity and consistency on instructional methods and approaches.</p> <ol style="list-style-type: none"> 1. Professional development and training will be provided for all teachers and staff on the Rigor and Relevance Framework instructional model (for new teachers and a refresher for returning teachers). PD to include how to apply the instructional model into teachers' planning for curriculum, instruction, and assessments. 2. Faculty will apply and implement specific strategies of the instructional model consistently and effectively and to the extent that it results in improved teaching practices in the classroom. 3. High yield Instructional strategies training will 			<p>Team Meetings</p>		
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	Credits	be provided to increase teacher efficacy.					
		GOAL #2: Each Grade Level will receive ongoing and differentiated support for a priority need area for professional development during the 2021-2022 school year. <ol style="list-style-type: none"> 1. Each Grade Level will identify a priority need area for professional development determined by student learning results, teacher PD needs, and vertical articulation meetings. 2. A plan will be developed to support each grade level by addressing the needs through available resources. 3. Grade levels share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice. 	yearlong	WSF	Academic Review Team Meetings	semesterly	

		4. Teachers share their learning with their grade level as appropriate following a PD.					
		GOAL #3: Individual teachers will receive quality support and professional learning related to a priority need area of support. <ol style="list-style-type: none"> 1. Individual teachers identify a priority need area of support for instruction. 2. PD groups (PLCs) will be created based on needs to provide support and collaboration. 3. Teachers share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice. 	yearlong	WSF	Academic Review Team Meetings	semesterly	
		GOAL #4: MES will support and increase teacher efficacy and the capacity	yearlong	WSF	Academic Review Team Meetings	semesterly	

		<p>and skills of its faculty and staff</p> <p>Enabling Activities: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff by:</p> <ol style="list-style-type: none">1. Implementing a strength based approach to collaboration,2. Providing PD for administration, curriculum coordinators, and grade level chairpersons in instructional coaching, meeting facilitation, and teacher collaboration processes,3. Providing support for data/ evidence collection and analysis.4. Providing a clear purpose for each PD initiative, specific indicators / metrics for data collection and analysis to determine effectiveness.					
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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>Student Learning Innovations</p> <ul style="list-style-type: none"> Curriculum: <ul style="list-style-type: none"> Exploration track for students to help student explore different themed areas to find their passion giving them choice and voice and increasing engagement Expand Innovation Lab to allow students to experience Design thinking and engineering design process and incorporate ISTE standards Environment: <ul style="list-style-type: none"> Updating common learning spaces to include a workshop/makerspace for students to create prototypes for various Problem/Project based learning units Explore to increase the sustainability of the school and decrease its carbon footprint for example, Installing Solar PV to help the school to decrease funds spend on energy consumption which could be redirected toward student learning <p>Faculty and Staff Innovations</p> <ul style="list-style-type: none"> Health & Wellness <ul style="list-style-type: none"> Teachers wellness area to refresh and rejuvenate our faculty and staff to increase well-being, spirit, morale and productivity Professional Learning 	<p><i>Please describe your conditions for Success:</i></p> <p>In order for Moanalua Elementary to succeed in innovating the curriculum & learning spaces for our students, faculty, and staff, we must embrace a mindset of change, create a culture of exploration and aloha, and encourage the process of learning</p> <ul style="list-style-type: none"> Research areas that will prepare students for future success - Future ready skills Survey students on areas of interests Survey teachers passions, skills, and interests Teacher training Teacher training on Design Thinking and engineering design process PD on computer science and coding Re-evaluate the current systems in place such as, bell schedules Funding to update common learning spaces with current technologies Explore funding/grants for PV systems Research Health & Wellness practices identify and redesign space for wellness area

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<ul style="list-style-type: none">○ Professional Learning Platform for teachers to post new learning, creative projects, application of professional learning○ MES Academy expansion to allow teachers to present new learning or skills to colleagues○ Differentiated Professional Development opportunities to allow for teacher choice for Professional Development<ul style="list-style-type: none">■ Creating Professional Learning Communities (PLC) focused on SEL	<ul style="list-style-type: none">● Create and share virtual Professional Learning Sharing space● Consistently schedule time throughout the year
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