



Moanalua Middle School Academic Plan for School Year 2021-22



Developing a collaborative Academic Plan framed by the HDOE 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.

HDOE Learning Organization

The 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.

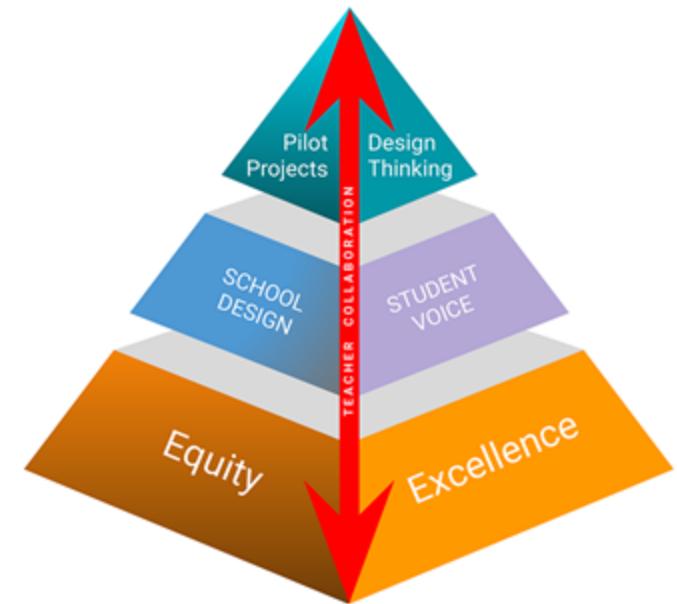
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

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).

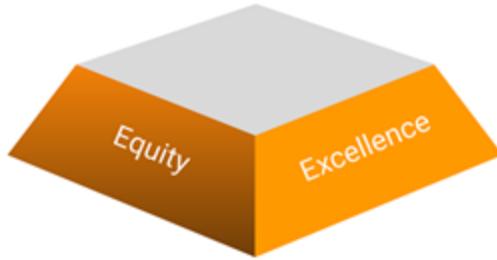
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

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



Principal (print): Wayne Guevara	
Principal's signature: <i>Wayne Guevara</i>	Date: 10/2020

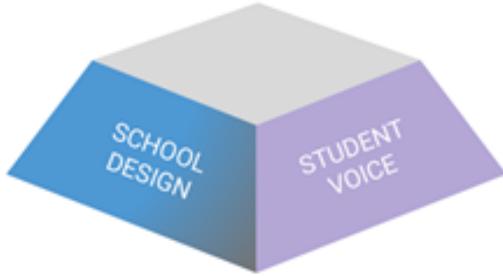
Complex Area Superintendent (print):	
Complex Area Superintendent signature: <i>[Signature]</i>	Date: 5/6/2021



Teaching & Learning Core: Equity and Excellence

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

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



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

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

SCHOOL PURPOSE

Vision

Moanalua Middle School will be one that...

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

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

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

Inspires lifelong learning among the school community members.

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

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

Mission

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

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

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

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

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

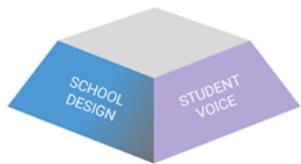
Goals

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

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

SY 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>Moanalua Middle School will address our students Achievement Gap by Decreasing it ___% for ELA & Math, and Increasing Student Achievement by ___%, as reported in Strive HI. Moanalua Middle School will implement the Middle School Concepts to ensure student engagement and success. MMS will continue to build relationships to ensure that we are, “Making Connections, with Every Student, with Every Opportunity, Everytime...”</p> <p><i>-Due to the cancellation of SBA for SY 19-20, MMS did administer the iReady Diagnostic Assessment for ELA and Math at the start of SY 20-21. We will use data from the Pre, Mid and Post assessments to show a representation of our students achievements.</i></p> <p>Moanalua Middle will continue their implementation of a school-wide Social Emotional Learning program, “Choose Love, Choose Aloha.”</p> <p><i>-In SY 20-21 MMS Career Technology Education (CTE) wheel teachers have implemented the “Choose Aloha” program with our 7th and 8th graders. By having our CTE department implementing this program it would ensure that all students will be exposed to our SEL Program.</i></p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p>
<p><i>Why you are implementing them?</i></p> <p>The academic achievement and achievement gap targets are a direct result of MMS fulfilling the school’s top identified needs: support our PLCs so that they can implement focused and consistent school initiatives to increase student success.</p>	<p><i>Why you are implementing them?</i></p>	<p><i>Why you are implementing them?</i></p>

<p><i>-Team, Department, PLC planning time will be an important aspect for communicating amongst our school staff, student data and best practices, to work towards closing the achievement gap between our high needs and non-high needs student population.</i></p> <p>The academic and achievement gap targets also directly address the AMR Complex Focus Area of Comprehensive Student Support Services (CSSS) and Response To Intervention (RTI).</p> <p>The School Climate targets are directly related to identifying students' need to improve MMS culture, climate, and pride.</p>		
<p><i>How will you know that they are causing an improvement?</i></p> <p>Moanalua Middle School will periodically survey our Students, Staff, Parents, School Partners throughout the year to ensure we are progressing towards our objectives and goals.</p> <p><i>-Data collected from surveys given to our various school community members will assist our school in making informative decisions in curriculum, programs, school activities, as progress to reaching our objectives and goals.</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>



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

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

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

<ul style="list-style-type: none"> • SQS Data (7th-8th) • Panorama Student Surveys • Other <p>Strive HI data (SY 2018-19):</p> <ul style="list-style-type: none"> • Language Arts: 79% <ul style="list-style-type: none"> • Math: 63% • Science: 77% 		
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Student Outcomes (SY 2021-22)

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)	Progress Checks Red (1st Sem) Blue (2nd Sem)
<p>Achievement Gap:</p> <ul style="list-style-type: none"> • Decrease by ____% for ELA & Math • Increase Achievement by ____%. <p>We need to look at different measurable outcomes for SY 20-21. (ie. iReady, etc) in improving our student achievement.</p>	<ul style="list-style-type: none"> • Continue with Algebra Readiness Class • Continue with online supports (iReady, Khan Academy) 	Yearlong	WSF	<ul style="list-style-type: none"> • Team Articulation • Dept/PLC Articulation • Faculty Meetings • Focus on Learning Group Meetings • Leadership Team Meetings 	<ul style="list-style-type: none"> • Daily • Quarterly 		<p>*Continuing with iReady + KA to supplement instruction</p> <p>* iReady - 2 (perhaps 3) SW assessments Math/ELA to monitor student progress</p> <p>*Algebra Readiness ??? need to check</p> <p>Entire faculty helps with iReady testing for math and ELA by testing through advisory classes</p>
<p>Achievement Gap:</p>	<ul style="list-style-type: none"> • Continue with Literacy Intervention Supports 	Yearlong	WSF	<ul style="list-style-type: none"> • Team Articulation • Dept/PLC Articulation 	<ul style="list-style-type: none"> • Daily • Quarterly 		<p>We lost our reading teacher line for this SY. Currently we have Renae & Minori helping with one</p>

<ul style="list-style-type: none"> ● Decrease by ___% for ELA & Math ● Increase Achievement by ___%. <p>We need to look at different measurable outcomes for SY 20-21. (ie. iReady, etc) in improving our student achievement.</p>	<ul style="list-style-type: none"> ● Continue with online supports (iReady, Listenwise, Newsela) 			<ul style="list-style-type: none"> ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings 			<p>ELA class to help support us. Not sure what will happen in S1.</p> <p>Not sure if the whole department is using Newsela. Maybe just individual teachers. I can check . Update: Newsela was cancelled this year.</p>
<p>School Culture and Climate:</p> <ul style="list-style-type: none"> ● Using data from the School Quality Survey, (student/teacher/parent) satisfaction ratings will be at 86% by one calendar year. 	<ul style="list-style-type: none"> ● GLO's implementation ● Advisory (revisiting purpose/focus of) ● Tribes (revisiting purpose/focus of) ● Choose Love, Choose Aloha implementation (social emotional learning) 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly 		<p>CTE is going over the GLOs in some of our classes. 7th graders are doing regular GLO Reflections/Self Evaluations.</p> <p>CTE for Choose Aloha 7th grade and 8th grade wheel classes are implementing grade level Choose Aloha programs. Students write daily journal entries focusing on the various topics in Choose Love, Na Hopena A'o and the MMS Core Ethical Values.</p> <p>Team meets with parents, regular communication with parents using JE, parent/teacher conferences</p>

							<p>Team *developed/implemented HABI (advisory by interest) advisory series to allow students to explore interests/build community</p> <p>Team - Friday ('second lunch') optional gathering with students to build community and/or support tutoring</p>
<p>School Culture and Climate:</p> <ul style="list-style-type: none"> Transitioning to Moanalua Middle School 	<ul style="list-style-type: none"> New Student Orientation (Opening days of school: 7th Graders and New 8th Graders Orientation) <i>Updated: New Student Orientation will continue in its entirety when school resumes with our blended learning model (Blue & White Schedule)</i> Transition Program for new students (Tech Integration, Parent/Teacher/Student Communication, SLPC, 1:1 laptops, Jupiter Ed, School Website, Google Classroom, School Planner) <i>Updated: Student transitions performed virtually or with proper social distancing.</i> 	Yearlong	WSF	<ul style="list-style-type: none"> Team Articulation Dept/PLC Articulation Faculty Meetings Focus on Learning Group Meetings Leadership Team Meetings 	<ul style="list-style-type: none"> Monthly Quarterly 		<p>CTE is reviewing school rules and policies as well as the uniform guidelines for students</p> <p>Team - Self-Management - mini series through advisory to support transition to middle school setting</p> <p>items below repeated from another category Team meets with parents, regular communication with parents using JE, parent/teacher conferences</p> <p>Team *developed/implemented HABI (advisory by interest) advisory series to allow students to explore interests/build community</p> <p>Team - Friday ('second lunch') optional gathering with students</p>

	<ul style="list-style-type: none"> • Extracurricular Activities: Activity Day(s), intramurals, extramurals, school clubs. <i>Updated: Currently on hold.</i> • School Safety: School uniforms, student ID's, Safe Schools agreements. <i>Updated: Additions are being made to the school's School Discipline Policy (SDP) due to the COVID Pandemic.</i> • Military Transitions: Parent Community Network Coordinator (PCNC), School Liaison Officer (SLO), Military Family Life Counselor (MFLC). 						<p>to build community and/or support tutoring</p> <p>Would "Movement Mondays w/ Hopoi" be a virtual extracurricular activity? I'm also hosting a virtual video conference program with Seonhwa Middle School students starting next Friday (12/11).</p> <p>Preparing student packets and Packet Pickup Days</p> <p>One week at the beginning of the semester to ease into school with Packet pickups and the initial advisory meetings</p> <p>Students required to wear school uniforms even if they are remote learning</p> <p>Learning Hub students wear school uniforms (and ID's?)</p>
<p>Response to Intervention/Multi Tier System of Supports: 100% of identified students will have a support system to</p>	<ul style="list-style-type: none"> • Classroom teachers will have access to a menu of classroom interventions/supports to address student's academic needs. • Teachers, counselors, 	Yearlong	WSF	<ul style="list-style-type: none"> • Team Articulation • Dept/PLC Articulation • Faculty Meetings • Focus on Learning Group Meetings 	<ul style="list-style-type: none"> • Monthly • Quarterly 		<p>Student Support addressed through Learning Hub Model - conversation starts with Counselors/SSC. Teachers online with EA support.</p>

address their academic needs.	<p>and educational assistants will have access to a variety of professional development topics to address academic success.</p> <ul style="list-style-type: none"> • School teams conduct regular (i.e. weekly/monthly/quarterly) reviews of student's academic progress. • Develop/Review/Revise a school-wide tool to diagnose, intervene, communicate, and evaluate the student's needs (e.g. school/student action plan) • Develop/Review/Revise school-wide program(s) to provide students opportunities for academic success (e.g. Saturday Tutorial, Study Skills) 			<ul style="list-style-type: none"> • Leadership Team Meetings 			<p>JupiterGrades access for current academic progress and review of progress. iReady Diagnostic Pre / Mid in SY 20-21 so far has been administered.</p> <p>Team established tutoring schedule for students in need of additional time, help, support. this is in addition to the Wednesday office hours</p> <p>Teachers make sure to get progress report verification form back from parents by communicating with them (emails, Jupiter Ed messages, phone calls).</p>
<p>Response to Intervention/Multi Tier System of Supports: 100% of identified students will have a</p>	<ul style="list-style-type: none"> • Classroom teachers will have access to a menu of strategies/interventions/modifications to ensure success. • Counselors will have 	Yearlong	WSF	<ul style="list-style-type: none"> • Team Articulation • Dept/PLC Articulation • Faculty Meetings 	<ul style="list-style-type: none"> • Monthly • Quarterly 		<p>SBBH services, MFLAC, Alternative Learning Center</p> <p>Partnerships on hold due to limiting of outside personnel on campus grounds</p>

<p>support system to address their behavioral/social/emotional needs</p>	<p>access to multiple strategies/interventions/modification to address behavioral/social/emotional needs of students are met.</p> <ul style="list-style-type: none"> ● School teams conduct regular (i.e. weekly/monthly/quarterly) reviews of student's behavioral/social/emotional progress. ● Develop/continue school programs to address behavioral/social/emotional needs of students (e.g. Transition center, new student orientation, social skills group). ● Develop/continue partnerships with community resources to address behavioral/social/emotional needs (e.g. YMCA Outreach, Hale Kipa, Boys to Men) 			<ul style="list-style-type: none"> ● Focus on Learning Group Meetings ● Leadership Team Meetings 			
<p>Response to Intervention/Multi Tier System of Supports: 100% of identified students will have</p>	<ul style="list-style-type: none"> ● Implement school-wide attendance policy procedures to address student attendance ● Develop/continue partnerships with 	<p>Yearlong</p>	<p>WSF</p>	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly 		<p>Developing and implementing school-wide attendance policy procedures for remote learning and blended learning. Some latitude given for team flexibility.</p>

<p>an intervention/action plan to address attendance in accordance to school-wide attendance policy.</p>	<p>community resources (e.g. Honolulu Police Department)</p>			<ul style="list-style-type: none"> ● Focus on Learning Group Meetings ● Leadership Team Meetings 			<p>Continued partnership with The Military and Family Life Counseling Program (MFLC)</p>
<p>Parent Participation: Increased parent participation in school activities by 10%. (ie. SLPC participation and SLPC survey completion)</p>	<ul style="list-style-type: none"> ● Open house by teams <i>Updated: Virtual Open House (parents accessed team open house videos and bitmoji presentations through schools website.</i> ● Student-led Portfolio Conferences <i>Updated: On hold</i> ● Monthly PTO meetings ● Monthly SCC meetings ● Monthly Boosters meetings ● Family nights <i>Updated: Planning of events, but current events on hold for now.</i> 	<p>Yearlong</p>	<p>WSF</p>	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings ● PTO/SCC/Boosters meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly 		<p>7th Grade CTE classes are having students create websites to be used as digital learning portfolios. 7th graders will be presenting their websites to their parents in both first and second semesters. Similar to SLPCs</p> <p>Continued monthly PTO, and SCC meetings</p> <p>MMS ‘Ohana Holidays & Holiday Service Project</p>

Staff Outcomes (SY 2021-22)

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)	Progress Checks Red (1st Sem) Blue (2nd Sem)
<p>Achievement Gap: Decrease by ___% for ELA & Math</p> <ul style="list-style-type: none"> ● Increase Achievement by ___%. ● Increase the % of students who feel positively about their school by ___% <p><i>We need to look at different measurable outcomes for SY 20-21. (ie. iReady, etc) in improving our student achievement.</i></p>	<ul style="list-style-type: none"> ● Provide Annual School-Wide Training/Professional Development opportunities to address our schools prioritized needs. (always revisiting our priorities based on student needs) <p><i>Updated: Due to a drop in enrollment and a 10% reduction in Weighted Student Formula, PD is done internally by school staff, with assistance from District resource teachers.</i></p> <ul style="list-style-type: none"> ○ 1:1 Program: Procedures, Infraction/Consequence ○ Google Docs ○ Google Classroom ○ JupiterGrades ○ InfiniteCampus <p>Outside Training</p> <p><i>Updated: On hold until further notice.</i></p> <ul style="list-style-type: none"> ○ Schools of the Future 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly ● Annually 		<p><i>Professional development shifted to programs and applications that support students in distance learning and online virtual conferences</i></p> <ul style="list-style-type: none"> ● <i>One full day district sponsored PD focused on</i> ● <i>One full day in-staff training focusing on school-wide applications</i>

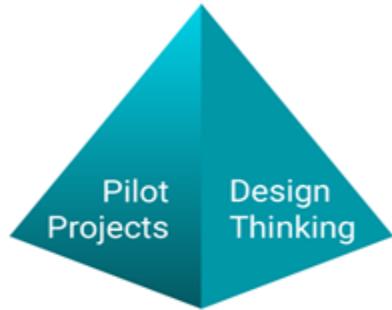
	<ul style="list-style-type: none"> ○ (SOTF) ○ Google Summit ○ PCATT - Pacific Center for Advanced Tech Training Conference 						
<p>Achievement Gap: Decrease by ___% for ELA & Math</p> <ul style="list-style-type: none"> ● Increase Achievement by ___%. ● Increase the % of students who feel positively about their school by ___% <p><i>We need to look at different measurable outcomes for SY 20-21. (ie. iReady, etc) in improving our student achievement.</i></p>	<ul style="list-style-type: none"> ● Professional Development will enable MMS to operate at 80 percent or higher consistency on these MMS MIDDLE SCHOOL concepts. <ul style="list-style-type: none"> ○ Teaming ○ Advisory ○ SLPC ○ AMLE Conference ○ MoHS PD Conference <p><i>Updated: Planned for March 5, 2021</i></p> <ul style="list-style-type: none"> ○ Social Emotional Learning (SEL) Conference(s) 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly ● Annually 		<p><i>Math - professional sharing (through dept / plc meetings) to share instructional strategies / tools to support student engagement / student learning</i></p>
<p>Achievement Gap: Decrease by ___% for ELA & Math</p> <ul style="list-style-type: none"> ● Increase Achievement by ___%. ● Increase the % of students who 	<ul style="list-style-type: none"> ● Professional Development will enable MMS to operate at 80 percent or higher consistency on these SCHOOL WIDE INITIATIVES. Schoolwide Training 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly ● Annually 		<p><i>SDTTP #1 Berc Star Learning Walk, Instructional Habits</i></p> <p><i>Math - professional sharing (through dept / plc meetings) to share instructional strategies / tools to support student engagement / student learning</i></p>

<p>feel positively about their school by ___%</p> <p>We need to look at different measurable outcomes for SY 20-21. (ie. iReady, etc) in improving our student achievement.</p>	<ul style="list-style-type: none"> ○ TRIBES ○ BERC <p><i>Updated: BERC will conduct virtual walkthroughs this year.</i></p> <ul style="list-style-type: none"> ○ Thinking Maps ○ Co-Teaching ○ Literacy: Vocabulary, Revision Writing Targets, Close Reading Targets ○ Interrater Writing Training ○ Department/PLC Norms ○ GLOs ○ Multi-Tiered Levels of Support (MTLS) ○ <i>Added: Stetson Inclusionary Practices (technical assistance, Ann McIntyre)</i> <p><u>Outside Training</u></p> <p><i>Updated: Some PD opportunities are on hold at this moment.</i></p> <ul style="list-style-type: none"> ○ Achieve ○ Ka Hui Heluhelu ○ <i>Moanalua High School Professional Development Day (March 5, 2021) - held virtually</i> ○ Diana Browning 			<ul style="list-style-type: none"> ● Leadership Team Meetings 			<p>EA's in MMS is in training. Quality Behavior Solutions (QBS) Safety-Care Training. This is to provide training support that works with individuals with behavioral challenges. It will make us skilled, competent, effective at addressing behavioral challenges.</p>
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	<p>Wright - Positive Behavioral RTI</p> <ul style="list-style-type: none"> ○ National Council of Teachers of Mathematics (NCTM) ○ Association of Middle Level Education Conference (AMLE) ○ International Society for Technology in Education (ISTE) ○ National Science Training ○ Visible Learning ○ National Association for Music Education (NAfME) ○ Midwest Band & Orchestra Clinic ○ American String Teachers Association (ASTA) ○ American School Band Directors Association (ASBDA) ○ National Art Education Association (NAEA) ○ Singapore Math ○ Biological Sciences Curriculum Study (BSCS) 						
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	<ul style="list-style-type: none"> ○ Growth Mindset Conference(s) 						
<p>Achievement Gap: Decrease by ___% for ELA & Math</p> <ul style="list-style-type: none"> ● Increase Achievement by ___%. ● Increase the % of students who feel positively about their school by ___% <p>We need to look at different measurable outcomes for SY 20-21. (ie. iReady, etc) in improving our student achievement.</p>	<ul style="list-style-type: none"> ● Professional Development will enable MMS to operate at 80 percent or higher consistency on these LEADERSHIP initiatives. <ul style="list-style-type: none"> ○ Attendance ○ Norms of Collaboration ○ Meeting Norms ○ Agendas ○ Minutes ○ Budget ○ Purchase Orders ○ Instructional Council for Department Heads (Mandatory) ○ Text and Materials Inventory ○ Data Team Process (Collection & Analysis) 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings ● Leadership Team Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly ● Annually 		<p>Math - professional sharing (through dept / plc meetings) to share instructional strategies / tools to support student engagement / student learning</p>
<p>Transition to Moanalua Middle School: 100% participation of Teacher In Service facilitated by school personnel</p>	<ul style="list-style-type: none"> ● In Service/Mentoring in the following: <ul style="list-style-type: none"> ○ Middle School Concepts: teaming, looping, flex block scheduling, advisory, social emotional learning. 	Yearlong	WSF	<ul style="list-style-type: none"> ● Team Articulation ● Dept/PLC Articulation ● Faculty Meetings ● Focus on Learning Group Meetings 	<ul style="list-style-type: none"> ● Monthly ● Quarterly ● Annually 		<p>School initiatives: “Choose Love” SEL program implemented through our CTE Wheel classes for all 7th and 8th graders.</p> <p>Central District led Mentoring program with Probie teachers.</p>

	<ul style="list-style-type: none"> ○ Thinking Maps ○ School Initiatives: SLPC, 1:1 Tech, Jupiter Grades, Literacy, BERC. 			<ul style="list-style-type: none"> ● Leadership Team Meetings 			<p>AMLE resources available for staff use.</p>
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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> <ul style="list-style-type: none"> ● CTE Merit Badge Program - In progress ● Social Emotional Learning (ie. Choose Love, “Choose Aloha”) - Implemented by our CTE Department in SY 20-21 ● Computer Science Program - CTE to address our Computer Science content area ● Student Portfolio Websites - Student Self-assessment, reflection on learning, and goal setting - Implemented by our CTE Department in SY 20-21 ● MMS Virtual Opportunities: (On our school’s website) <ul style="list-style-type: none"> ○ MMS Virtual Wall of Fame - A Virtual Celebration of Student and Staff Accolades. ○ MMS Virtual Open House ○ MMS Virtual Student Talent Show ● College and Career Fair - Virtual college fair is scheduled for Feb. 24, 2021 ● Science and Engineering Fair - On hold ● Family Math Night - On hold ● Extreme Reading Challenge - On hold 	<p><i>Please describe your conditions for Success:</i></p> <p>Resources to include and limited to the following:</p> <ul style="list-style-type: none"> ● Personnel ● Funding ● Technology Support (Professional Development, Software, Hardware)