

2020 Academic Plan, School Year 2020-21



School:

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

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

HIDEO 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 HIDEO 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 HIDEO Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Dawn Mains	
Principal's signature: <i>Dawn Mains</i>	Date: 06/04/2020
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: <i>[Signature]</i>	Date: 06/04/2020



2020 Academic Plan, School Year 2020-21

Molokai Middle School

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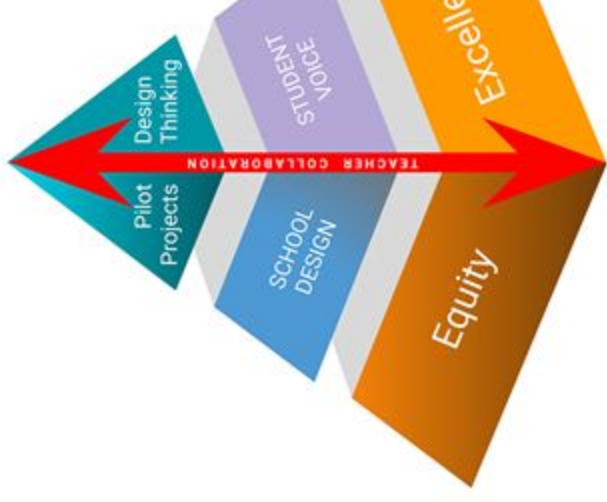
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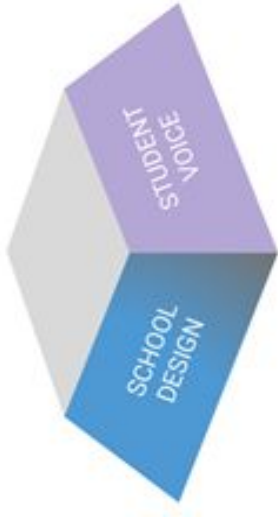
Teaching & Learning Core: Equity and Excellence



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
The identified achievement gap for Molokai Middle School, is the special education population and the socially economically disadvantaged population. MMS completed WASC self study March of 2019. The following describes the achievement gap. Language Arts: According to Strive High data, MMS's Language Arts Achievement gap in SY 2016-17 was 26 points. The Language Arts gap rate increased to 43 points in SY 2017-18. Math: According to StriveHigh data, MMS's Math Achievement gap also increased from 17 points in SY 2016-17 to 34 points in SY 2017-18. Strive HI Report link Below Molokai Middle -- Link to full self study Copy of MMS WASC-2018-Self-Study Link to visiting team report WASC Final Report 2019 - PBIS Copy Recommendation from visiting committee.	<i>What is your Theory of Action (if-then) to improve the achievement gap?</i> 1. If school administration and teachers continue to meet for the enhancement of the ILT process with MMS teachers TIA (reading comprehension) and PIP-Close reading and collaborative conversations, then students will be more active readers and the achievement gap will decrease by 10%. 2. Molokai Place-Based Learning If school administration and teachers continue to develop and implement Molokai Place-Based Learning then the achievement gap will decrease by 10%	<i>What are your Enabling Activities to improve the achievement gap?</i> 1. A. Teachers will complete 3 ILT cycles of learning for the school year 2020-21 related to identifying instructional practices, which may include but not limited to CLOSE reading, metacognitive markers, annotation, and collaborative conversations. Title 1 funding is to support ILT team members attending monthly ILT training. B. Grade level PLC will monitor student data to understand how CLOSE reading, metacognitive marker, annotation, and collaborative conversations supports student reading achievement and more importantly how the achievement gap is decreasing. C. Community family nights - for relevance of why students/families should care to be proficient in reading - add incentives to implement school-wide contests/competitions/activities to create a culture/tone of the importance of reading proficiency or better. D. Partner with community stores/agencies to also foster this culture 2. Provide teachers time during the school day to meet in order to develop and implement project based learning, placed base learning,culture based learning or inquire learning. a. Grade Level will be provided time to meet once a week to plan and implement project based learning, placed base learning,culture based learning or inquire learning.

1. That the administration and staff continue their efforts in developing and implementing additional instructional strategies academically and behaviorally to enhance educational opportunities for the students of Moloka'i Middle School. 2. The staff of Molokai Middle School is to be commended for their ILT process that looks at data, creates opportunities for peer observations, and staff PD experiences that supports teachers by providing specific strategies to move student learning. 3. Teachers need to use rubrics to communicate criteria for student success and to provide opportunities for students' peer-to-peer feedback.(5) 4. Teachers need to engage students in the assessment of their learning through the use of student-led conferences.(5) 5. Some teachers reluctant to embrace new assessment strategies (4) Molokai Place-Based Learning A. In its second year of development, transitioning to a Molokai Place-Based Learning (MPBL) model has already established a more unified and collaborative effort among GL8 teachers. They have enthusiastically rallied around a range of Molokai history and culture topics that touch across all content areas and provide rich Project-Based Learning (PBL) opportunities for not only students but teachers as well. The planned Professional Development for GL8 teachers is just as exciting. B. Molokai Place-Based Learning (MPBL) naturally embodies the Na Hopena A'o HA:BREATH framework and provides the following benefits for students:	3. If school administration and teachers continue to meet regularly to create <u>success criteria (rubrics)</u> with students, then all students will be informed of the criteria and will engage in the assessment of their own learning thus reducing the <u>achievement gap</u> by 10%.	b. Teachers will plan and implement at <i>least one</i> PBL cycle and support students' learning needs. c. MMS teachers and students will participate in Molokai Aha Opio HA Day as a venue to showcase learning projects- rubrics/success criteria aligned to HA- self reflection part of their rubrics 3. A.Provide teachers planning time during the school day to develop success criteria for students. 3. B. Provide school administration and teachers professional development opportunities to support developing success criteria with student voice, as needed.
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1. It re-affirms their <u>Sense of (B)elonging (Pilina)</u> to Molokai and its districts. 2. It re-affirms their <u>Sense of (R)esponsibility (Kuleana)</u> to Molokai and Hawaiian culture, traditions, and customs. 3. It re-affirms their <u>Sense of (E)xcellence (Kupono)</u> in the embodiment of <i>“Molokai No Ka Heke” (Molokai is the Best)</i>. 4. It re-affirms their <u>Sense of (A)loha (Compassion)</u> in their relationship circles at all levels. 5. It re-affirms their <u>Sense of (T)otal Well-being (Ola Pono)</u> especially with the added external supports of RESPECT REAL, and NA PU'UWAI services. 6. It re-affirms their <u>Sense of (H)awaii (Kama'aina)</u> and the unique place, culture, language, and customs that are theirs. (WASC final report page 4)		
		

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

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

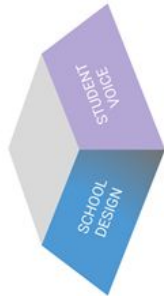
Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

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

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2021-22 Measurable Outcomes
<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i> Theory of Action 1 School Design: Molokai Middle School staff and administration has actively participated with Instructional Leadership Team Framework/System for five (5) years. The staff has identified the Target Instructional Area to be reading comprehension and Powerful Instructional Practice as the following: school wide metacognitive markers, CLOSE reading strategies,annotation, and collaborative conversation (student voice). Who and what will change: Teachers and students will commit, during first semester School Year 2020-2021, two cycles of powerful learning to reignite use of metacognitive markers, CLOSE reading strategies annotation, and continue to learn how to implement collaborative conversations. How much realistic change and By when: Eighty percent of the staff and students will actively implement the reading comprehension strategies at least three(3) times a week. How will change be measured? Change will be measured by: 1. Classroom visits will indicate students and staff are engaged in the identified reading comprehension strategies 80% of the visits. 2. Eighty percent of the teachers will engage in 2 weeks of safe practice. 3. Eight percent of the teachers will participate in peer observations.	<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i> Theory of Action 2 School Design: Molokai Place-Based Learning If school administration and teachers continue to develop and implement Molokai Place-Based Learning then the achievement gap will decrease by by 10% Who will change: School administration and teachers will develop MMS understanding for project based, place based, culture base, or inquiry learning projects. For example, Buck Institute PBL gold standards and adapt to MMS. School administration and teachers developed and implemented one Project based, place base, culture base or inquiry learning projects. Teachers can either have their own learning project or team up with other content teachers for students to engage in learning projects. What will change: All students will participate in learning projects in order to develop their GLO or HA skills. The expected target is that all students will indicate connection to their learning based on self reflection and or survey. In addition the achievement gap will decrease by 10% . Also, behavior referrals will decrease by 25%. How will change be measured 1. All students will participate in at least one Project Based Learning Activity, cultural based, place base or inquiry based learning. 2. Students will participate in at least one exhibition to share their	<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i> Theory of Action 3 By the end of the school year 2020-2021 Who will change: School administration and each teacher will have provided at least two (2) opportunities for students to develop and use success criteria for the purpose of students self monitoring their academic success. What will change: As students learn to develop what proficiency looks like, they will aspire to achieve towards proficiency. The expected target is the achievement gap will reduce by 10% at the end of the school year 2020-2021. In addition, student behavior referrals will decrease by 25%.

4. The administration and ILT members, staff, and student representatives will participate in on site guided visits and report to staff the strengths and needs for improvements. The data will be collected and reviewed at the end of first and second quarter. At the beginning of second semester, school year 2020-2021, ILT and staff will engage in data review and make decisions for selecting a new Target Instructional Area (such as math) and Powerful Instructional Practice to support the target Instructional Area.	learning through their projects.	
<i>Why implementation?</i> During the school year 2018-19, Molokai Middle School completed the WASC self study. The visiting committee gave the following accommodation: The staff of Molokai Middle School is to be commended for their ILT process that looks at data, creates opportunities for peer observations, and staff PD experiences that supports teachers by providing specific strategies to move student learning.	<i>Why implementation?</i> Through the MMS self study and WASC committee recommended: With the amazing project-based, community-based, culture-based and outreach opportunities happening throughout the year, all staff continue to have discussion on the integration of cross-content standards so that students are able to achieve grade level standards and increase students' test scores.	<i>Why implementation?</i> MMS administration and teachers have been challenged with developing an effective MTSS system.
<i>How will you know that they are causing an improvement?</i> Improvement will be monitored in the following (but not limited to) ways: 1. School data for classroom visits will indicate 80% of the teachers and students are using Powerful Instructional Practice-reading comprehension strategies. 2. One Hundred percent of the students will increase their reading comprehension and math proficiency by one grade level at the end of first semester,	<i>How will you know that they are causing an improvement?</i> Improvement will be monitored in the following (but not limited to) ways: 1. Eighty percent of students pre and post surveys will indicate they prefer to learn through projects. 2. Student behavior referral data will decrease by 25%.	<i>How will you know that they are causing an improvement?</i>

measured by i-Ready scores.		
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Innovation in Support of the Core: School Design and Student Voice

ON SY 2020-21: 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> Excel spreadsheet with all students SBA 2018-19 scores for reading and math. i-Ready scores for reading and math. BEISY (or comparable behavior universal screener) for identifying students who will need ongoing support for external and internal behavior challenges.	<i>Add throughout the year measurements here.</i> Excel spreadsheet will be updated with mid year i-ready scores and BEISY (or comparable).	<i>Add end of year goals here.</i> One hundred percent of all students will have increased i-ready reading and math scores by at least one grade level. Strive HI summative report will indicate the achievement gap decreased by 10%. Student behavior referral will decrease by 25%.

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration	Source of Funds	School Monitoring Activity	Frequency	Complex Monitoring Activity
		Fall, Spring, Yearlong	Program ID		Quarter, Semester, Annual	(to be completed by CAS)

Reading proficiency needs to increase from 34% to 47%. Reading achievement gap needs to decrease from 27% to 17 %.	MMS will continue to use the ILT process to ensure and support students implementing CLOSE reading strategies in all subjects.	Semester 1 for reading comprehensi on strategies on mentioned. Second Semester the ILT will be able to identify a new target instructional practice and or Powerful Instructional Practice.	Title 1- general ed teachers on the ILT team will need subs. Title 1 for online reading programs Achieve 3000 and universal screener i-Ready for reading and math	Data from guided visits i-Ready beginning and mid term screener. Classroom visits will monitor the frequency of CLOSE reading strategies implemented.	ILT- Monthly training. First and Second quarter for i-ready	Focus Plan Quarterly Monitoring by Complex Area
Math proficiency will increase from 20 % school year 2018-19 to 30% school year 2020-2021. Math achievement gap need to decrease from 20% to 10%	Math teachers will continue to participate in the complex area math professional development and implement the learning	Yearlong	Title 1 to fund for math substitute teachers	Classroom visits will monitor teacher implementation of math teaching strategies learned. Data from guided visits i-Ready beginning and mid term screener.	Quarterly classroom data First and second semester for i-Ready math scores	Focus Plan Quarterly Monitoring by Complex Area

One hundred percent of the students will have co-created success criteria. One hundred percent of the students will have success criteria to monitor their academic success in all subjects .	MMS will further enhance the ILT framework to develop student success criteria with students.	Year long	Title 1 - general ed teachers on the ILT team will need subs.	Classroom visit data will be used to monitor the implementation of success criteria. PLC minutes will reflect the development of success criteria. Individual teacher reflection will monitor the success and challenges for developing and implementing success criteria.	Quarterly	Focus Plan Quarterly Monitoring by Complex Area
One hundred percent of the students will have participated in two project based learning activities	Teachers will be provided with prep time during the school to plan learning based projects		Title 1 for field trips to support PBL			Focus Plan Quarterly Monitoring by Complex Area

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Schoolwide agreements for: co-creating success criteria, PBL, continue ILT framework implementation and begin to systematize MTSS	MMS will use the requested four waiver days, two at the opening of school, one second quarter and one third quarter. The waiver days will provide the opportunity to collaborate and plan Molokai Project based learning,developing success criteria, and implement collaborative conversations, and review and analyze the data.	year	Title - subs for ILT members to attend training. WSF- 4201 student travel for PBL.	Staff meeting to review data. Strengths and needs will be identified and recorded.	Quarterly.	Focus Plan Quarterly Monitoring by Complex Area

Teachers will continue to implement ILT framework	ILT team will attend monthly trainings and provide PD for MMS staff	yearlong	Title 1 for subs	Agendas, sign in sheets, evaluation forms and data from guided visits	Year	Focus Plan Quarterly Monitoring by Complex Area
Professional Development will be provided as needed for PBL Success Criteria and HA	Teachers will identify the extra support needed and decide on the providers.	yearlong	WSF PROG ID 4201	Meeting Minutes, Agendas, sign in	Year	
MMS staff will revisit Vision and Mission to ensure what we are doing is anchored in both statements.	Time will be provided to the collaboration, staff meeting, PD and waiver day.	yearlong	no funding required	meeting agenda and minutes	Year	Focus Plan Quarterly Monitoring by Complex Area



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
<i>Please describe your school’s ideas around innovation and pilot projects.</i> For Molokai Middle School, pilot projects are what has been described in this academic plan. In addition co-creating success criteria with students will strengthen teacher clarity and student voice	<i>Please describe your conditions for Success:</i> Students will enhance their reading, speaking, and writing skills. Students will be thoughtful about their work and self directed learners, quality producers, complex thinkers, outstanding communicators, and ethical users of technology. Also, more teaching and learning will take place outside the four walls of a classroom.