NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
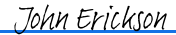High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Moanalua Middle School
Academic Plan
SY 2025-2026

1289 Mahiole St.
Honolulu, HI 96819
(808) 305-1289
moanaluamiddle.org

☑ Non-Title 1 School ☐ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Komarey Moss		Approved by Complex Area Superintendent John Erickson	
[signature]	03/17/2025	*John Erickson* John Erickson (Apr 9, 2025 11:22 HST)	April 09, 2025

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	**English Language Arts**	**Mathematics**	Science	Social Studies
Grade 7	'19 Amplify ELA ▾	Desmos Math 6-8 ▾	Lab-Aids	History of the Hawaiian Kingdom-UH CRDG
Grade 8	'19 Amplify ELA ▾	Desmos Math 6-8 ▾	Lab-Aids	HMH U.S. History
Algebra I	Select One ▾	Desmos Algebra I ▾		

Please list all <u>supplementary instructional materials</u> used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 7	BrainPop, Flocabulary, Grammar Flip, Kahoot, IXL, Lexia, Listenwise, Newsela	IXL, Khan Academy, All Things Algebra, BrainPop, Flocabulary, Generation Genius, Kahoot	BrainPop, Explore Learning Gizmos, Flocabulary, Generation Genius, IXL, Newsela	BrainPop, Flocabulary, IXL, Jr. Scholastic Magazines, Kahoot, Listenwise, Newsela
Grade 8	BrainPop, Flocabulary, Grammar Flip, Kahoot, IXL, Lexia, Listenwise, Newsela	IXL, Khan Academy, All Things Algebra, BrainPop, Flocabulary, Generation Genius, Kahoot	BrainPop, Explore Learning Gizmos, Flocabulary, Generation Genius, IXL, Newsela	BrainPop, Flocabulary, IXL, Jr. Scholastic Magazines, Kahoot, Listenwise, Newsela

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions, and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama   ☑ School-created template   ☑ Other: SSIR

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.		
Grade Level(s)/Course Name	**English Language Arts**	**Mathematics**
Grade 7	STAR Enterprise ˅	STAR Enterprise ˅
Grade 8	STAR Enterprise ˅	STAR Enterprise ˅
	Select One ˅	Select One ˅

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

☑ Current Comprehensive Needs Assessment (CNA)
☑ Other current assessment/self-study report: AMLE SMSA Report
☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: [2022-2023]	Year of <u>Next Action</u>: [2025-26]	Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ⌄	Type of <u>Next Action</u>: Mid-Cycle Report & Visit ⌄	2028-2029

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized.
"*What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?*"

Please number the student need and root/contributing cause for ease of cross-referencing.

1

<u>Student Need:</u> Increase student achievement in English Language Arts (ELA), Math, and Science by creating equitable, engaging, and relevant learning experiences that foster agency, apply knowledge to real-world contexts, and actively address achievement gaps through culturally responsive and inclusive practices.

Content Area	All Students	IDEA	EL	Low SES
ELA	75%	30%	49%	66%
Math	57%	16%	36%	45%
Science	66%	14%	38%	52%

<u>Root/Contributing Cause:</u>
1A) Inconsistent data team practices across the departments in making data-informed curriculum, instruction, and assessment decisions.
1B) Interdisciplinary units have moderate implementation and are inconsistent across teams.
1C) Some learning experiences are not relevant, engaging, and equitable.
1D) Culturally responsive and inclusive practices are not evident in all classrooms.

2	**Student Need:** Strengthen Response to Intervention (RTI) systems to ensure all students receive timely and effective support to overcome learning barriers and reach their full potential.
	Root/Contributing Cause:
	2A) Lack of consistent progress monitoring of identified students weakens our ability to provide timely and effective assistance.
	2B) Some teachers lack training on differentiating content, process, and product at Tier 1 and Tier 2 levels of intervention.
3	**Student Need:** Students need a safe, supportive, and relationship-centered school environment that cultivates social-emotional well-being, amplifies student voice, and fosters a strong sense of belonging.
	Root/Contributing Cause:
	3A) Professional development or other means of creating a positive and supportive classroom environment is needed.
	3B) Limited opportunities for students to provide feedback and input.
	3C) Lack of SEL integration into daily instruction.
	3D) Lack of responsiveness of our SEL program to the results of the Panorama SEL surveys given throughout the year.
	3E) Proactively address and reinforce core values through a PBIS system.

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.

4	

Targeted Subgroup: Special Education (IDEA subgroup)

Identified Student Need(s): Decrease the achievement gap in English Language Arts (ELA), Mathematics, and Science

Achievement Gap	2021-2022 (IDEA)	2022-2023 (IDEA)	2023-2024 (IDEA)
ELA	21	28	20
Math	25	19	23
Science	16	34	17

4A) Early Identification:

- Implement the STAR universal screener on a consistent schedule to facilitate the early identification of students who require targeted support and interventions in English Language Arts (ELA) and Mathematics.

4B) Data Analysis and Collaboration:

- Conduct regular Professional Learning Community (PLC) meetings to analyze data derived from common formative and summative assessments across English Language Arts (ELA), Mathematics, Science, and Social Studies.
- Utilize the analyzed data to drive instructional adjustments, ensuring a data-informed approach to teaching.
- Disaggregate data and complete

4C) ELA Intervention:

- Provide targeted push-in support within ELA classrooms.
- Utilize the ELA Response to Intervention (RTI) teacher, Part-time Teachers (PTTs), and Educational Assistants (EAs) to deliver the push-in support.

4D) Mathematics Intervention:

- Deliver focused push-in support within mathematics classrooms.
- Utilize Part-time Teachers (PTTs) and Educational Assistants (EAs) to deliver the push-in support.

4E) Science Support:

- Enhance classroom instruction in Science.
- Provide educational assistants (EAs) with in-class assistance during science instruction.

5

Targeted Subgroup: English Language Learners (ELL)

Identified Student Need(s): Decrease the achievement gap in English Language Arts (ELA), Mathematics, and Science.

Achievement Gap	2021-2022 (EL)	2022-2023 (EL)	2023-2024 (EL)
ELA	44	37	38
Math	21	28	33
Science	7	38	47

5A) Lack of consistency with EL PTT classroom support.

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check **December 12, 2025**	**AMR Semester 2 Check** **May 15, 2026**

| **Mathematics Proficiency**
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.

Required for AMR schools. | 1A, 1B, 1C, 1D | **EA.1.1.3 (1)** Continue with Mathematics Mindset Summer Academy (MMSA) classes over the summer of 2025.
[Linda Higashi, Math Department Head,
Julia Mew, Curriculum Coordinator]

EA 1.1.3 (2) Monitoring the implementation of Building Thinking Classroom strategies.
[Julia Mew, Curriculum Coordinator]
　A. Curricular tasks
　B. Assessments for learning

EA 1.1.3 (3) Professional Development:
　A. Math - TM: Thinking Like a Mathematician (3 hours) and TM: Mathematical Discourse (3 hours)
[Julia Mew, Curriculum Coordinator]

EA 1.1.3 (4) Continuation of BERC Learning Walks to align instructional strategies with neuroscientific research.
[Julia Mew, Curriculum Coordinator]

EA 1.1.3 (5) Creating Interdisciplinary Units to show content connections and real-world applications
[Julia Mew, Curriculum Coordinator] | Strive HI

Percent of 8th-graders demonstrating proficiency on the HSA SBA in Math.

Disaggregated data on common quarterly assessments.

Classroom observations

BERC schoolwide data | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:＿, $
☐ Other:＿, $ | | |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | 2A, 2B | **EA 1.1.4 (1)** Transform our PLCs to Impact Teams to provide clarity and more meaningful discussions around data that positively impacts student learning.
[Julia Mew, Curriculum Coordinator]

EA 1.1.4 (2) Refine our school's MTSS [MTSS Flowmap](#) with input from all stakeholders.
[Jan Wong, Student Services Coordinator]

EA 1.1.4 (3) Provide professional development on differentiation for teachers.
[Jan Wong, Student Services Coordinator,
Julia Mew, Curriculum Coordinator] | Disaggregated student data on common quarterly assessments

Strive HI data

ESSA data | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ | | |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools. | N/A | **EA 1.1.5 (1)** Continue <u>Transition Day</u> by inviting our four elementary feeder schools to our campus to participate in activities and a campus tour.
[Kristi Choi, Student Activities Coordinator,
Petunia Lau, Counselor,
Hilary Arakaki, Counselor
Sophia Gay, Vice-Principal, MSC]

EA 1.1.5 (2) Refine our <u>New Student Flow Map</u> to absorb the responsibilities of the Transition Coordinator to counselors, coordinators, and student hosts.
[Coordinators and Counselors]

EA 1.1.5 (3) Students are identified by their 6th-grade teacher and recommended for extra support in the subject areas of Math and ELA before their enrollment in MMS. Our teachers have conversations with the identified students' teachers and parents and look at longitudinal data to determine the appropriate placement and support for these students.
[Linda Higashi, Math Department Head,
Brent Watanabe, ELA Department Head,
Julia Mew, Curriculum Coordinator,
Kristina Lee, Registrar] | Panorama Survey

SQS Student Survey | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ | | |

		EA 1.1.5 (4) Proactive Transition Planning: Establish and maintain consistent communication and meetings with feeder elementary schools to gather comprehensive information about incoming students with Individualized Education Programs (IEPs) or identified as needing English Learner (EL) services. This includes direct engagement with students' parents to collaboratively ensure appropriate service delivery and academic placements during the transition to middle school. *[Jan Wong, Student Services Coordinator,* *[Sandra Abdelahad, EL Coordinator* *Kristina Lee, Registrar]*				

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	1B, 1C, 1D	**EA 1.2.1 (1)** Implement SmartLab, a hands-on, project-based STEM learning environment that enhances student engagement, critical thinking, and digital literacy. • **EA 1.2.1 (1a):** Establish and equip a SmartLab learning environment with the necessary resources and technology. Location: Room F1. • **EA 1.2.1 (1b):** Develop and implement curriculum-aligned SmartLab projects that promote hands-on learning, critical thinking, and digital literacy. • **EA 1.2.1 (1c):** Integrate SmartLab activities into regular classroom instruction and after-school enrichment programs. • **EA 1.2.1 (1d):** Provide professional development for key teachers on SmartLab implementation, project-based learning, and interdisciplinary instruction. • **EA 1.2.1 (1e):** Develop and implement a plan to provide all students equitable access to the SmartLab program.	Attendance Records Panorama SEL Survey School created surveys SQS Survey	☑ WSF, $28,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: Title IV $222,000 ☐ Other:__, $		

		• **EA 1.2.1 (1f)i:** Regularly review and adjust SmartLab activities based on student feedback and data analysis to ensure ongoing relevance and engagement. *[David Arakaki-TC, CTE DH, Julia Mew-CC]* **EA 1.2.1 (2)** Continue expanding the Mustang Lounge, which provides students with a safe space to unwind with friends outside the classroom. Open before school and during lunch, the Mustang Lounge is a place for students to relax, connect, and find a sense of belonging, and it is a reason students look forward to coming to school every day. • **EA 1.2.1 (2a)**: Outfit the library with furniture that will facilitate the goals of the student lounge, including designated areas for study hall, quiet games, and video games. • **EA 1.2.1 (2b):** Develop and implement a plan to provide all students equitable access to the Mustang Lounge and all its spaces. • **EA 1.2.1 (2c):** Regularly review and adjust rules and lounge activities based on student feedback and attendance analyses to ensure ongoing relevance and engagement. *[David Arakaki-TC]* **EA 1.2.1 (3)** Continue counseling services and partnerships with Hazel Health, YMCA, and Anchored4Life. *[Admin and Counselors]*				

| 1.2.2. All students demonstrate positive behaviors at school.

Required for all schools. | 3B, 3C, 3D | **EA 1.2.2 (1) -**Continue and improve upon SEL Lessons:

● **EA 1.2.2 (1a):** Establish a consistent schedule and provide resources for weekly implementation of Social-Emotional Learning (SEL) lessons across all classrooms.
● **EA 1.2.2 (1b):** Design and implement a structured observation and feedback system to monitor the fidelity and effectiveness of SEL lesson delivery.
● **EA 1.2.2 (1c):** Develop and distribute regular teacher surveys to gather feedback on SEL lesson content, delivery, and impact, and analyze the resulting data to identify areas for improvement.
● **EA 1.2.2 (1d):** Create and administer a student survey to collect data on student perceptions of the SEL program and its impact on their social-emotional well-being, using the results to inform program adjustments.
● **EA 1.2.2 (1e):** Form a review team to analyze the collected data from teachers and students and to implement changes to the SEL program.

[Middle School Coordinator]

EA 1.2.2 (2) -Create a Positive Behavioral Interventions System (PBIS):

● **EA 1.2.2 (2a):** Convene a PBIS implementation team to develop a school-wide framework for positive behavioral expectations.
● **EA 1.2.2 (2b):** Define and communicate positive behavioral expectations to all students and staff through training and visual aids. | Attendance records

SEL lesson feedback

SEL Student Survey

Panorama Survey

SQS Survey | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ | | |

		EA 1.2.2 (2c): Establish a system for consistently acknowledging and reinforcing positive student behaviors. **EA 1.2.2 (2d):** Develop a tiered support system to address varying student behavioral needs, including preventative strategies and targeted interventions. **EA 1.2.2 (2e):** Implement a data collection system to monitor student behavior, track intervention effectiveness, and inform decision-making. **EA 1.2.2 (2f):** Provide ongoing professional development for staff on PBIS principles and implementation strategies. **EA 1.2.2 (2g):** Establish a regular review and evaluation process to assess the effectiveness of the PBIS system and make necessary adjustments. **EA 1.2.2 (2h):** Develop and implement a plan to foster a positive and supportive school climate through community-building activities. *[Greg Nakata, Vice-Principal,* *Hilary Arakaki, Counselor,* *Ruby Bray, Counselor,* *Petunia Lau, Counselor,* *Middle School Coordinator,* *Julia Mew, Curriculum Coordinator]*				

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | N/A | **EA 1.2.3 (1)** Embed HĀ core values into SEL Advisory lessons.
[Middle School Coordinator
Julia Mew, Curriculum Coordinator,
Counselors]

● **EA 1.2.3 (1a):** Develop and integrate curriculum resources that explicitly connect HĀ core values with SEL advisory lesson content, ensuring students actively apply these values in their learning environment.
● **EA 1.2.3 (1b):** Create a framework and lesson plan templates that explicitly link HA core values to specific SEL competencies, and provide teachers with ongoing coaching and feedback to ensure consistent implementation and student understanding of Nā Hopena Aʻo. | BERC LW

SEL Student Survey

Panorama Survey

SQS Survey | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ | | |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check **December 12, 2025**	**AMR Semester 2 Check** **May 15, 2026**
1.3.1.All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	N/A	**EA 1.3.1 (1)** Conduct a Career and College Fair yearly to promote student interest. *[Jan Wong, Student Services Coordinator]* **EA 1.3.1 (2)** Require clubs to perform at least one service learning activity. *[Kristi Choi, Student Activities Coordinator]* **EA 1.3.1 (3)** Create a PCNC position to develop community partnerships. *[Komarey Moss, Principal]* **EA 1.3.1 (4)** Career and Technical Education (CTE) curriculum includes student exploration of careers as per newly adopted HIDOE CTE Middle School Standards. All CTE teachers require students in each trimester to research and reflect on three(3) careers related to the pathway covered for that term. Students also use the "Find My Grind" tool as a part of the curriculum to	Feedback from Career and College Fair RIASEC survey Percent of students in CTE completing career assignments	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

		explore skills related to each career and explore the education and future readiness needed for these occupations. *[David Arakaki - CTE Coordinator and* *Lori Nishiguchi - CTE Dept. Head]*				
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	N/A	**1.3.2 (1)** Our CTE Department is in the beginning stages of articulation with our complex area high school. We hope to align our CTE trimester course offerings with the high school's career pathways. Central District offered to help our complex by funding four meeting days to continue our conversation and planning: two days around July/August and two days around December/January. *[David Arakaki - CTE Coordinator,* *Lori Nishiguchi- CTE Dept. Head, and* *Kristina Lee - Registrar]*	Agenda and Minutes of future articulations with Moanalua High School's CTE Department	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

Priority 2
High-Quality Educator Workforce In All Schools

★ **All students are taught by effective teachers.**
★ **All schools are staffed by effective support staff.**
★ **All schools are led by effective school administrators.**

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check **December 12, 2025**	**AMR Semester 2 Check** **May 15, 2026**
2.1.2 All teachers are effective or receive the necessary support to become effective. *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	3A, 3B, 3C	**2.1.2 (1)** Provide teachers with opportunities for professional development training that helps to increase their effectiveness and compensation by advancing them to the new class included in the teachers' salary schedule. *[Komarey Moss, Principal, and* *Julia Mew, Curriculum Coordinator]* **2.1.2 (2)** Ensure consistency in access to induction and mentoring support for all first-year and second-year teachers.	Panorama survey School-created survey	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

		[Middle School Coordinator]				

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* Reference the Identified School Needs section.	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	N/A	3.3.1 (1) Increasing training for School Community Council (SCC) members and providing information about the SCCs' role and purpose will engage more stakeholders in shared decision-making to improve student achievement. *[Administrators and Jarrett Honjiyo, SCC Teacher Rep]* 3.3.1 (2) Communicate the role and functions of SCC to promote stakeholders' purpose, membership, and participation. *[Komarey Moss, Principal]*	SCC membership SCC Minutes/Agenda SCC survey	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
MMS.1 Increase parent participation in school community events *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)* *Required for AMR schools.*	N/A	MMS.1 (1) Student-Led Portfolio Conferences 1. Students take responsibility for their work and collect samples to show evidence of learning and growth in the content standards and the GLOs. 2. Parents attend both conferences (one in person, one at home). [Middle School Coordinator] MMS.1 (2) 6th Grade Family Orientation & GE Family Orientation: Welcoming new families, providing registration information, and addressing parent questions and concerns regarding their child's new learning environment and what our school offers. [Kristina Lee, Registrar] MMS.1 (3) Continue to host Math Family Night to engage parents with math content and processes. [Math Department]	SLPC Parent Survey SQS Survey (students, parents, teachers) PTO Membership Attendance at events involving parent participation Band and Orchestra Booster Membership	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☐ Other:___ $		

		MMS.1 (4) PTO membership: PTO supports many school events and field trips. It would be good if more parents were involved in PTO and the decision process for PTO-sponsored activities. *[PTO School Representatives]* MMS.1 (5) Community Pages Event, College Fair, and Career Fair: Community members share their time and expertise with our students through these events. They discuss the importance of education in their work and give an overview of their job. *[Julia Mew, Curriculum Coordinator]* *]* MMS.1 (6) Parent Chaperones/Volunteers: Parents can help chaperone field trips. This allows teams to supervise all students in smaller groups when off campus. Volunteers are also helpful when teams are doing fundraisers or IDUs *[Teachers]* MMS.1.(7) Band/Orchestra Booster clubs: These are very helpful in coordinating activities for band and orchestra students. *[Ryan Howe, Band Director, and* *Chad Uyehara, Orchestra Director]*				

★ Other Systems of Support						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check **December 12, 2025**	**AMR Semester 2 Check** **May 15, 2026**
MMS.2 All students are promoted to the next grade level. *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)* *Required for AMR schools.*	N/A	MMS.2 (1) **After-school and Saturday tutoring** provides additional academic support, improves student learning outcomes, boosts confidence, fosters independence, and promotes academic success. *[Administrators and Counselors]*	Number of students failing core classes (per quarter) Number of students failing the year	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☐ Other:___ $		

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section (HRS) 302A-251, as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Moanalua Middle School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)	1080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: https://docs.google.com/spreadsheets/d/12YUeB56bpjHxn83aLtSsb3J8-GqPhAziJhatU-DDa-s/edit?gid=843125277#gid=843125277	