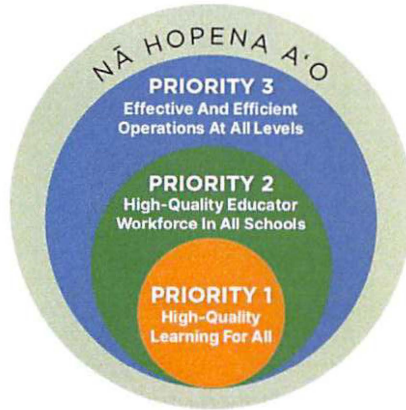




Moanalua Middle Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Komarey Moss	
 Komarey Moss (Mar 16, 2026 13:25:16 HST)	Mar 17, 2026

Approved by Complex Area Superintendent: John Erickson	
 John Erickson (Apr 9, 2026 09:15:48 HST)	Date

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

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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 **comprehensive instructional program(s)** 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
	Amplify ELA (g7-g8)	Desmos Math (g7-g8)	Lab-Aids	History of the Hawaiian Kingdom-UH CRDG
		Desmos - Alg (Algebra 1)	Lab-Aids	HMH U.S. History
	'19 Amplify ELA -	Desmos Math 6-8 -		
	Select One -	Select One -		

Please list all **supplementary instructional materials** used to 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, IXL	IXL, Khan Academy, All Things Algebra, BrainPop, Flocabulary, Generation Genius,	BrainPop, Explore Learning Gizmos, Flocabulary, Generation Genius, IXL,	BrainPop, Flocabulary, Jr. Scholastic
Grade 8	BrainPop, Flocabulary, IXL	IXL, Khan Academy, All Things Algebra, BrainPop, Flocabulary, Generation Genius,	BrainPop, Explore Learning Gizmos, Flocabulary, Generation Genius, IXL,	BrainPop, Flocabulary, Jr. Scholastic

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 screening and/or progress monitoring assessments 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
	STAR Enterprise	STAR Enterprise
	STAR Enterprise ▾	Select One ▾
	Select One ▾	Select One ▾

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: Team notes indicating what tiered supports have been put in place.

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- ☒ Other current assessment/self-study report: [AMLE SMSA Report](#)
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2026]

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: [2029]

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

[2028-2029]

Please identify **critical student learning needs** and the **root/contributing cause** 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> Reduce persistent achievement gaps and ensure equitable outcomes in core content areas (ELA, Math, and Science), specifically for Special Education (IDEA) and English Learner (EL) subgroups. The achievement gap for high-needs students recently reached 26% in Math and 25% in Language Arts. <u>Root/Contributing Cause:</u> 1A) The current "push-in" intervention model lacks a standardized co-teaching framework, which often results in underutilized Response to Intervention (RTI) staff. 1B) A lack of scheduled "protected time" prevents RTI specialists, curriculum coordinators, and administration from aligning on instructional goals and data-driven adjustments. 1C) Lack of professional development for teachers on scaffolding lessons, progress monitoring, and analyzing student data to help determine next steps.
2	<u>Student Need:</u> Normalize and sustain high-quality, rigorous mathematics instruction to ensure the continuity of growth trends. While Math growth (MGP) saw a significant jump from 45 to 61, the focus is now on systematizing the practices that led to that success. <u>Root/Contributing Cause:</u> 2A) Faculty Turnover and Training Gaps: The math department has experienced turnover, which disrupts the maintenance of consistent instructional practices. While veteran teachers have undergone BTC training, new teachers often join the staff after initial school-wide rollouts and require "catch-up" professional development to reach the same level of implementation.

	2B) Lack of Pre-Mapped Curricular Tasks: A major factor in the varied application of BTC is that the school is still in the process of developing a centralized bank of BTC tasks specifically mapped to the <i>Amplify Desmos</i> math curriculum. Without these pre-aligned resources, individual teachers must independently determine how to integrate BTC strategies into their daily lessons, leading to natural variations in instructional quality and style. 2C) Insufficient Alignment Across Transitions: There is a documented need for better vertical and horizontal alignment to ensure that students experience the same pedagogical practices between teams and grade levels. Currently, the implementation remains localized within specific classrooms or teams rather than being a standardized experience for every student across the department. 2D) Need for Collaborative "Impact Team" Time: While teachers have access to resources like <i>Mathematical Tasks for the Thinking Classrooms</i>, the sources indicate a need for more dedicated PLC or "Impact Team" time for teachers to review these tasks and collectively agree on shared implementation standards. Also, continuous practice, with support from TCC trainers, on protocols for CFAs and Success Criteria for prioritized standards in core content.
3	Student Need: Students need instructional environments that move beyond clear information delivery to foster higher levels of cognitive investment and intellectual curiosity. This includes opportunities for students to connect classroom concepts to their lives outside of school, increasing the perceived relevance and "excitement" of the curriculum to drive active participation and self-motivated learning. Root/Contributing Cause: 3A) Students may perceive the curriculum as "siloed" or academic exercises that have no connection to their real-world interests or future lives, leading to a "compliance-only" mindset rather than genuine intellectual curiosity. 3B) Instruction may be too teacher-centric. High scores in "Pedagogical Effectiveness" (75-78%) suggest that while teachers are excellent at direct instruction, students may feel like passive recipients of information rather than active contributors to the lesson. 3C) This suggests a lack of varied instructional strategies (like project-based learning, gamification, or collaborative debate) that typically drive the "excitement" factor in the middle school brain. 3D) The activities may lack the necessary level of challenge—either being too easy (leading to boredom) or too disconnected from student interests to sustain deep focus.
4	Student Need: All students need access to consistent, rigorous, and inclusive Tier 1 instruction that is differentiated to meet diverse learning styles and grounded in evidence-based pedagogical strategies. This instruction must ensure that all students, particularly those in high-needs subgroups, are provided with the necessary scaffolds—such as Thinking Maps and Building Thinking Classroom (BTC) tasks—to achieve grade-level proficiency in English Language Arts, Mathematics, and Science. 4A) Differentiation Gaps: Some teachers lack specific training on how to differentiate content, process, and product at the Tier 1 level. 4B) Inconsistent Data Usage: Departments have not consistently used data to inform their daily instructional and assessment decisions in the classroom. 4C) Instructional Silos: Key strategies like BTC, Thinking Maps, and Learning Walks are often implemented in isolation rather than as a department-wide standard, leading to an inconsistent learning experience for students as they move between classrooms.

	4D) Lack of understanding of the CFA process and how to use it to determine where students are and how to adjust instructional strategies according to student work analysis and data analysis.
5	Student Need: Cultivate a safe, supportive, and relationship-centered school environment that focuses on social-emotional well-being, amplifies student voice, and fosters a sense of belonging. 5A) Inconsistent application of Nā Hopena A'o (HĀ) outcomes and a lack of student agency. Without the structured, purpose-driven curriculum of Wayfinder, faculty have lacked the tools to move beyond surface-level interactions, preventing the deep cultivation of <i>Belonging</i> and <i>Total Well-being</i> across all grade levels." 5B) Absence of Proactive Behavior Systems: There is no school-wide Positive Behavioral Interventions and Supports (PBIS) system to reinforce core values proactively. 5C) Limited Student Input: There are currently limited formal opportunities for students to provide feedback and input on their school experience. 5D) Environment PD Needs: Teachers require more professional development on how to create positive and supportive classroom environments

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

6 **Targeted Subgroup:** Special Education (IDEA subgroup)

Identified Student Need(s): Students need a consistently rigorous and equitable learning experience across all grade levels and departments. This requires instruction that is not only driven by real-time achievement data but is also interdisciplinary, culturally responsive, and intentionally designed to foster high engagement through real-world relevance.

Achievement Gap	2021-2022 (IDEA)	2022-2023 (IDEA)	2023-2024 (IDEA)	2024-2025 (IDEA)
ELA	21	28	20	25
Math	25	19	23	26
Science	16	34	17	29

Root/Contributing Cause:

6A) Students require an equitable instructional environment where they are active partners in their learning; this is achieved by formalizing **Impact Team** protocols and **CFA** cycles to ensure every student receives targeted instruction driven by co-constructed **Learning Targets** and **Success Criteria** rather than a standardized, 'one-size-fits-all' approach.

6B) A systemic lack of instructional and evaluative clarity regarding learning targets and success criteria. While the school has begun working with The Core Collaborative, inconsistent unpacking of standards into student-friendly language has led to fragmented instructional delivery across departments. This deficit in **Teacher Clarity** hinders data teams from accurately measuring mastery. At the same time, the corresponding lack of **Student Clarity** diminishes learner agency.

6C) Expanding interdisciplinary units helps students see the connectivity of knowledge, making school feel less like isolated subjects and more like a cohesive story.

7 **Targeted Subgroup:** English Language Learners (ELL)

Achievement Gap	2021-2022 (EL)	2022-2023 (EL)	2023-2024 (EL)	2024-2025 (EL)
ELA	44	37	38	56
Math	21	28	33	48

	Science	7	38	47	63
	Identified Student Need(s): 7A) Students require an equitable instructional environment where they are active partners in their learning; this is achieved by formalizing Impact Team protocols and CFA cycles to ensure every student receives targeted instruction driven by co-constructed Learning Targets and Success Criteria rather than a standardized, 'one-size-fits-all' approach. 7B) A systemic lack of instructional and evaluative clarity regarding learning targets and success criteria. While the school has begun working with The Core Collaborative, inconsistent unpacking of standards into student-friendly language has led to fragmented instructional delivery across departments. This deficit in Teacher Clarity hinders data teams from accurately measuring mastery. At the same time, the corresponding lack of Student Clarity diminishes learner agency. 7C) EL students require Science instruction that is intentionally scaffolded to bridge the gap between their current English proficiency and complex academic standards. This requires co-planned push-in support that addresses the specific language demands of Science inquiry and RTI interventions, aligned to the gaps identified in Impact Team data cycles. Without this synchronized support, EL students cannot fully access or demonstrate mastery of core scientific concepts.				



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027

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. <i>Required for AMR schools.</i>	2A, 2B, 2C, 2D	EA 1.1.3 (1) Continue partnership with The Core Collaborative (TCC) to establish a school-wide Impact Team model. This systemic approach focuses on cultivating collective teacher efficacy by centering instructional practice on Common Formative Assessments (CFAs) and Student Work Analysis. By mastering the "Clarity" framework, teachers will ensure students have the tools to self-assess and peer-assess, moving the school toward a culture of student agency and equitable achievement. EA 1.1.3 (2) Monitoring the implementation of Building Thinking Classroom strategies through classroom observations and discussions. <i>[Julia Mew, Curriculum Coordinator]</i> A. Provide opportunities for teachers to observe one another while using BTC tasks. B. Provide resources for curricular tasks aligned with standards. C. Continuation of TCC protocols in creating CFA that provides feedback to inform instruction. D. Start unit planning using TCC templates, organize instruction around priority standards, and create success criteria for CFAs. EA 1.1.3 (3) Professional Development on the use of Thinking Maps to break down challenging topics and : A. Continue to monitor the use of Thinking Maps in class and provide time for collegial sharing through a designated teacher leader. B. Math - TM: Thinking Like a Mathematician (3 hours) and TM: Mathematical Discourse (3 hours) <i>[Julia Mew, Curriculum Coordinator]</i>	STAR Data 3xyear Strive HI Percent of 8th-graders demonstrating proficiency on the HSA SBA in Math. Disaggregated data on common quarterly assessments (formative and summative) Classroom observations School-created Survey BERC schoolwide data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$		
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		EA 1.1.3 (4) Continuation of BERC Learning Walks to align instructional strategies with neuroscientific research. A. Designate a teacher leader for all core departments. B. Q1-Video learning walk to review protocols C. Q2-Off-campus learning walks D. Q3-On-campus learning walks <i>[Julia Mew, Curriculum Coordinator]</i> EA 1.1.3 (5) Creating Interdisciplinary Units to show content connections and real-world applications. A. Utilize Instructional Council meetings for teams to share progress on IDUs. B. Use a waiver day for teams to share IDUs completed over the course of a semester and/or year during faculty meetings/waiver days/extended days. <i>[Julia Mew, Curriculum Coordinator]</i>				
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1A, 1B, 1C	EA 1.1.4 (1) Transform our PLCs into Impact Teams to provide clarity and more meaningful discussions around student work analysis that positively impact student learning. A. Continue using TCC protocols for Unpacking Standards and the EAA process. B. Continue creating success criteria for CFAs. C. Practice co-constructing success criteria for CFAs to continue to build student agency. D. Start unit planning using the TCC template to map out an entire unit of study. <i>[Administrators, Lani Arakaki, Curriculum Coordinator, -ELA/Social Studies; Julia Mew, Curriculum Coordinator -Math/Science]</i> EA 1.1.4 (2) Monitor and refine the MTSS Flowmap with input from all stakeholders. <i>[Jan Wong, Student Services Coordinator]</i> EA 1.1.4 (3) Provide professional development on differentiation for teachers. <i>[Jan Wong, Student Services Coordinator, Lani Arakaki, Curriculum Coordinator, Julia Mew, Curriculum Coordinator]</i>		☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$		
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	5A, 5B, 5C, 5D	EA 1.1.5 (1) Continue Transition Day by inviting our four elementary feeder schools to our campus to participate in activities and a campus tour. <i>[Vice-Principal, Kristi Choi, Student Activities Coordinator, Counselors, Laura Oshiro, Middle School Coordinator]</i> EA 1.1.5 (2) Refine our New Student Flow Map to incorporate the Transition Coordinator's responsibilities for counselors, coordinators, and student hosts. <i>[Coordinators and Counselors]</i> 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 review longitudinal data to determine the appropriate placement and support for these students. <i>[Linda Higashi, Math Department Head, Anna Kaneshiro, Math Department Head, Andrea Kelley, ELA Department Head, Lani Arakaki, Curriculum Coordinator ELA/Social Studies, Julia Mew, Curriculum Coordinator, Math/Science, Kristina Lee, Registrar]</i> 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.	Panorama Survey SQS Student Survey School-created Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:__, \$ ☐ Other:__, \$		
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		<i>[Jan Wong, Student Services Coordinator, [Sandra Abdelahad, EL Coordinator Kristina Lee, Registrar]</i> EA.1.1.5 (5) High School Transition Day. Continue coordinating with the high school on this transition day, which exposes students to the various electives available to them. <i>[Laura Oshiro, Middle School Coordinator]</i>				
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★ 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?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	5A, 5B, 5C, 5D	EA 1.2.1 (1) 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 with 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. <i>[David Arakaki-TC]</i>	Improved Panorama SEL Student Data (sense of belonging, students looking forward to coming to school every day)	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

		EA 1.2.1 (2) Continue counseling services and partnerships with Hazel Health, YMCA, and Anchored4Life. <i>[Admin and Counselors]</i>				
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	5A, 5B, 5C, 5D	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. 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. • EA 1.2.2 (2c): Establish a system for consistently acknowledging and reinforcing positive student behaviors.	Attendance records SEL lesson feedback SEL Student Survey Panorama Survey SQS Survey School-created Survey	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$		
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		• 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. <i>[Administrators, Counselors, Laura Oshiro, Middle School Coordinator, Lani Arakaki, Curriculum Coordinator Julia Mew, Curriculum Coordinator]</i>				
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	5A, 5B, 5C, 5D	EA 1.2.3 (1) Embed HĀ core values into SEL Advisory lessons. • 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 A'o. <i>[Laura Oshiro, Middle School Coordinator, Counselors]</i>	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:__, \$		
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★ 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?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	3A: Real World interests and student choice/voice	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) Maintain a PCNC position to develop community partnerships. [Komarey Moss, Principal] EA 1.3.1 (4) Career and Technical Education (CTE) curriculum will be revamped to include greater student choice and expand student exploration of careers, as per the newly adopted HIDOE CTE Middle School Standards. All CTE teachers will break their classes into quarters for 7th grade and semesters for 8th grade. This will allow students to be able to choose 4 different career and technical education classes that they may be curious about as a 7th grader, and then do a deeper dive into 2 of	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: Fundraising, \$500		

		those careers that they are most interested in as 8th graders. Students will still be required to research and reflect on careers related to the pathway covered within the term. Students also develop skills specific to each career and explore the education and future-readiness required for these occupations. <i>[David Arakaki - CTE Coordinator and Lori Nishiguchi - CTE Dept. Head]</i>				
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.	3A Connection to real-world interests or future lives	1.3.2 (1) Our CTE Department is in the beginning stages of aligning CTE course offerings with CTE career pathways offered at Moanalua High School and other HDOE high schools. Brand-new course options for SY26-27 will allow students to explore the CTE classes they are curious about or most passionate about, providing them with informed options to continue these pathways after 8th grade at the high school level. <i>[David Arakaki - CTE Coordinator, Lori Nishiguchi- CTE Dept. Head, and Kristina Lee - Registrar]</i>	Quarterly/Semester reflections on the value of career exploration School-created Surveys	☒ 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?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
2.1.2 All teachers are effective or receive the necessary support to become effective. (To add additional desired outcomes, duplicate this row)	1C, 4A, 5D	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 Lani Arakaki, Julia Mew, Curriculum Coordinators] 2.1.2 (2) Ensure consistency in access to induction and mentoring support for all first-year and second-year teachers. [Laura Oshiro, Middle School Coordinator Teacher mentors]	SQS Teacher Survey Panorama Survey School-created Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		



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?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	NA	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. <i>[Administrators and Jarrett Honjiyo, SCC Teacher Rep]</i> 3.3.1 (2) Communicate the role and functions of SCC to promote stakeholders' purpose, membership, and participation. <i>[Administrators and Jarrett Honjiyo, SCC Teacher Rep]</i>	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?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
MMS.1 Increase parent participation in school community events (To add additional desired outcomes, duplicate this row) <i>Required for AMR schools.</i>	NA	MMS.1 (1) Open House- Increase parent participation in school community events with a focus on our Grade 8 families. 1. Primary Strategy: Redesign the Fall Open House into an "Interactive Student Showcase" to move from passive listening to active engagement. 2. Action Item: Implement a "Passport to Success" program to incentivize visitation across all core and elective departments. 3. Performance Indicator: A 15% year-over-year increase in sign-in sheet data and a post-event survey indicating that 80% of parents felt more connected to the school's academic mission. 4. Timeline: Planning (August); Execution (September); Data Analysis (October). [Administration and Lani Arakaki, Julia Mew, Curriculum Coordinators] MMS.1 (2) Student-Led Portfolio Conferences	School-created Surveys • Open House • SLPC 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: PTO Fundraising, \$2,000		

		1. Students take responsibility for their work and collect samples to demonstrate learning and growth in the content standards and the GLOs. 2. Parents attend both conferences (one in person, one at home). <i>[Greg Nakata-VP, Laura Oshiro- MSC]</i> MMS.1 (3) 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. <i>[Kristina Lee, Registrar]</i> MMS.1 (4) Continue to host Math Family Night to engage parents with math content and processes. <i>[Math Department]</i> MMS.1 (5) 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. <i>[PTO School Representatives]</i> MMS.1 (6) 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. <i>[Julia Mew, Curriculum Coordinator]</i>] MMS.1 (7) Parent Chaperones/Volunteers: Parents can help chaperone field trips. This allows teams to supervise all students in smaller groups when off				
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		campus. Volunteers are also helpful when teams are doing fundraisers or IDUs <i>[Teachers]</i> MMS.1.(8) Band/Orchestra Booster clubs: These are very helpful in coordinating activities for band and orchestra students. <i>[Ryan Howe, Band Director, and Chad Uyehara, Orchestra Director]</i>				
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★ Other Systems of Support						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
MMS.2 All students are promoted to the next grade level. (To add additional desired outcomes, duplicate this row) Required for AMR schools.	NA	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] MMS.2 (2) ELA and Math RTI are occurring through push-in services, where a PTT (Math) or a full-time (ELA) teacher works with students during the content period. MMS.2 (3) 24/7 On-Demand Academic Intervention (Tutor.com) To ensure all students meet promotion requirements and master core competencies, the school will provide universal access to Tutor.com. This evidence-based platform offers 1-to-1, real-time tutoring across 250+ subjects, serving as a critical intervention for students at risk of retention. By providing high-quality support outside of school hours, we remove barriers to homework completion and concept mastery, specifically targeting subjects like Math and ELA to ensure every student remains on track for promotion. Targeted 24/7 Academic Support via Tutor.com. This initiative	Number of students failing core classes (per quarter) Number of students failing the year. Data from Tutor.com School-created Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

		empowers teachers to directly refer students to the platform for personalized, one-to-one tutoring in specific concept areas where they show a deficiency. By closing the loop between classroom assessment and at-home support, we ensure that students receive immediate remediation for learning gaps, preventing course failure and ensuring all students remain on track for promotion to the next grade level. <i>[Administrators, Counselors, CCs]</i>				
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Moanalua Middle** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☐ A School Community Council Meeting was conducted on ☐ **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): MMS Leadership Team
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date**

Attested:

Moanalua Middle Principal	Signature	Date
Komarey Moss	 Komarey Moss (Mar 16, 2026 13:25:16 HST)	Mar 17, 2026
SCC Chairperson	Signature	Date
Jarrett Honjiyo	 Jarrett Honjiyo (Mar 16, 2026 12:24:08 HST)	Mar 17, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Jarrett Honjiyo		Mar 17, 2026

Jarrett Honjiyo (Mar 16, 2026 12:24:08 HST)

APPENDIX B: 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.**

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
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Moanalua Middle Bell Schedule: https://docs.google.com/spreadsheets/d/12YUeB56bpjHxn83aLtSsb3J8-GqPhAziJhatU-DDa-s/edit?gid=843125277#gid=843125277	