



Three-Year Academic Plan 2017-2020

Aiea – Moanalua – Radford

Moanalua High School

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Submitted by Robin Martin	Date
Signature on File at School	May 5, 2017

Approved by CAS John Erickson	Date
Signature on File at School	May 5, 2017

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • International Baccalaureate (IB) Authorization • Other 	<p style="text-align: center;">Needs Assessment Data</p> <ol style="list-style-type: none"> 1. Continued support for ninth grade and struggling learners. 2. Continued increase of inclusion of Special Education students in regular education classes. 3. Revisit and revise Career and Academic Planning (CAP) curriculum. 4. Continued Professional Development to foster and promote a growth mindset school-wide. 5. Revisit grading and assessment practices. 6. Focus on improved proficiency in mathematics and numeracy. 7. Commitment from all classrooms to incorporate literacy and numeracy into subject area and curriculum.
	<p>Addressing Equity: Sub Group Identification</p>
	<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <ol style="list-style-type: none"> 1. Special Needs Students 2. English Language Learners 3. Ninth graders – especially students identified as struggling or at risk

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of ART Team Accountable Lead	Title of ART Team Accountable Lead
1. Tara Hathaway	1. Vice Principal - ART Lead
2. Wilbert Lum	2. Vice Principal – Educator Effectiveness System
3. Flora Nash	3. Vice Principal – Educator Effectiveness System
4. Jason Nagaoka	4. Classroom teacher/Math Department Chair – Common Core
5. Barbara Lane	5. Classroom teacher/Curriculum Coordinator – Common Core
6. Sherrie Faildo-Lee	6. Student Services Coordinator – Comprehensive System of Support
7. Joanna Kobayashi	7. Classroom teacher - STEM
8. Lori Mizue	8. Classroom teacher - STEM
9. Alan Cabanting	9. Classroom teacher – Formative Instruction/Data Teams
10. Erik Kubota	10. Registrar – Formative Instruction/Data Teams
11. Priscilla Shimamoto	11. Part-time teacher/Teacher Mentor – Induction and Mentoring

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p><u>Literacy</u></p> <ul style="list-style-type: none"> Improve writing skills, reading skills and speaking skills as well as increase opportunities for student presentations to authentic audiences. Incorporate literacy focus in all classrooms and subject areas. <p><u>Well-being of the student</u></p> <ul style="list-style-type: none"> Revise, update and improve Career and Academic Planning (CAP) curriculum. Improve transition/orientation for new and incoming students. <p><u>Success for All Students</u></p> <ul style="list-style-type: none"> Increase in percentage of first-time 9th graders promoted to 10th grade on time. Increased inclusion rate. Differentiated English Language Learner supports in place. <p><u>STEM</u></p> <ul style="list-style-type: none"> Increase math proficiency scores. Incorporate numeracy focus in all classrooms and subject areas. Fully implemented Computer Science and Engineering Technology curriculum. 	<p>Needs Assessment outlined on page 2.</p> <p>2015 WASC Identified School-wide Recommendations</p> <ul style="list-style-type: none"> Moanalua High School should continue to develop and refine ART processes for monitoring its Academic Plan. The school should continue its focused efforts on vertical articulation with the feeder schools of the complex and continue shared decision-making with all members of the school community. MoHS should continue horizontal articulation within its data teams, departments and leadership. The school should ensure regular and varied means of communication to parents, students, and community to keep them informed and involved with supporting the school’s goals and mission. <p>Relevant Data (2015-2016)</p> <ol style="list-style-type: none"> 1) College and Career Ready Data from ACT - 53% of 11th graders met the composite score of 19 2) SBAC Math – 44% 3) SBAC Reading – 69% 4) Science – 44% 5) Graduation rate – 96% 6) College Going Rate – 73% 7) ELL AMAO Target I – 66.7% (Measuring gains in English) 8) ELL AMAO Target II – 35.9% (Exiting)

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><u>Focus on Literacy</u></p> <p>Current SBAC scores down to 69% of students meeting ELA/Literacy Standards.</p> <p>Target – increase SBAC proficiency scores to 80% by 2020.</p>	<p>Increase opportunities for students to write and speak across the curriculum. Thus helping students to improve writing skills and speaking skills. Also increase opportunities for student presentations to authentic audiences.</p> <p>Incorporate literacy focus in all classrooms and subject areas.</p> <p>Continue to incorporate Moanalua Success Standards across the curriculum in all classrooms.</p>	2017-2020	Curriculum Coordinator	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>- Survey of the various ways that writing opportunities are provided.</p> <p>- Teachers will record and post student presentation opportunities.</p> <p>- SBAC scores improve over the three-year period. Proficiency in 2018 – 74% 2019 -- 77% 2020 up to 80%</p> <p>- Data team minutes include evidence of Success Standards implementation in classrooms.</p>

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<p><u>Well-being of the Student</u> Revised, updated and improved Career and Academic Planning (CAP) curriculum.</p> <p>Improved transition/orientation for new and incoming students.</p>	<p>Identify Task Force members to review and update Career and Academic Planning curriculum.</p> <p>New class implemented consisting of Juniors and Seniors who will develop methods for welcoming new students and supporting their transition of Moanalua High School</p>	<p>2017-2020</p> <p>2017-2018</p>	<p>SSCs and Counselors</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>- Areas of CAP Curriculum needing revision are identified.</p> <p>- First revision completed during 2017-18 year.</p> <p>- Record of new students kept and those students surveyed regarding their transition experience.</p>
<p><u>Success for All Students</u> Increase in percentage of first-time 9th graders promoted to 10th grade on time.</p> <p>Increased inclusion rate.</p> <p>Differentiated English Language Learner supports in place.</p> <p>Support for at risk students.</p>	<p>Formation of third CORE team.</p> <p>Third CORE team developed to support inclusion in a regular education setting. Two SPED teachers assigned to support this CORE team.</p> <p>Possible formation of Grade 10 CORE team.</p> <p>Continued support of ELL students in Science and Social Studies classes.</p> <p>Continued use and refinement of Group Peer Review.</p> <p>Full implementation of Request for Assistance forms.</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2017-2020</p> <p>2017-2018</p> <p>2017-2018</p>	<p>Admin</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>-Data to show reduction of numbers of 9Rs from 6.8% to less than 5%.</p> <p>-Maintain academic achievement data and retention data on all CORE teams.</p> <p>-Monitor SPED student achievement data in CORE III (Grade 9) inclusion classes.</p> <p>-Monitor regularly collected ELL data for achievement and improvement.</p> <p>-Maintain running record of GPR.</p> <p>-Monitor implementation of Request for Assistance forms.</p>

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Improved Response to Intervention implementation.	Provide Professional Development working with Universal Design for Learning which includes alignment of services for effective RTI.	2017-2020			Completed Professional Development workshops with Sara Cook.
<p>STEM Increase math proficiency scores.</p> <p>Include numeracy focus in all classrooms and subject areas.</p> <p>Fully implemented Computer Science and Engineering Technology curriculum.</p>	<p>Re-examine math curriculum and update comprehensive curriculum.</p> <p>Given examples, teachers in all subject areas will develop ways to incorporate numeracy into their curriculum.</p> <p>Focused work on improving instruction in math classrooms.</p> <p>Continued revision of assessments in all math classes to match priority standards.</p> <p>Full implementation of AP Computer Science courses.</p> <p>Expanded STEM program.</p>	2017-2020	Math Dept. Chair and STEM coordinator.	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>- Monitoring of SBAC Math scores. Data to show 5% increase for each of 3 years.</p> <p>- Data team minutes and data.</p> <p>- Increased pass rates in mathematics classes.</p> <p>- Menu of ideas provided to teachers to assist in inclusion of numeracy in classes across the curriculum.</p> <p>- Data team developed assessments.</p> <p>- Numbers of student participants in district and state science fairs.</p> <p>-All students enrolled in STEM Capstone will complete required project.</p>

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Goal 2: Staff Success. Moanalua High School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p><u>Professional Growth with a focus on improved instruction</u></p> <ul style="list-style-type: none"> • Continued implementation and monitoring of induction and mentoring process. • Continued implementation of peer observations. • Continued professional development in instructional habits, instructional strategies, and growth mindset. <p><u>Assessment and Grading Practices</u></p> <ul style="list-style-type: none"> • Reflect, dialogue, and clarify school wide assessment and grading practices. 	<p>Needs Assessment outlined on page 2.</p> <p>Need: Continued Professional Development to foster and promote a growth mindset school-wide.</p> <p>Need: Revisit grading and assessment practices.</p>

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<p><u>Professional Growth with a focus on improved instruction</u></p> <p>100% of new and probationary teachers will be provided with a mentor and will receive support and orientation.</p>	Regular monitoring of induction and mentoring process.	2017-2020	Curriculum Coordinator	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	- Mentoring and induction logs and records.
<p>100% of current teachers will volunteer to participate in both observing others and being observed by other teachers.</p>	Provide opportunities for teachers to continue participation in peer observations.	2017-2020	Curriculum Coordinator	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	<p>- STAR Learning Walk attendance data/sign in sheets.</p> <p>- STAR Learning Walk alignment tools turned in at end of the year.</p>

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<p>100% of teachers will receive training to promote the use of instructional strategies and habits that should be used in all subject areas to improve instruction, address differentiation and increase student achievement.</p>	<p>UDL – Universal Design for Learning - Ways of working with students of all ability levels. (Strategies that will improve the learning of all students.)</p> <p>Continued growth in utilization of 7 Instructional Strategies, Moanalua High School Success Standards and Growth Mindset.</p> <p>Continued growth in utilizing instructional habits aligned with brain research (Dr. Duane Baker).</p> <p>Include Professional Development on lesson planning to promote inclusion of instructional strategies and habits.</p>	<p>2017-2020</p>	<p>Curriculum Coordinator</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>- Evidence of UDL, 7 Instructional Strategies and instructional habits aligned with brain research can be observed during EES observations.</p> <p>-Data collected by the BERCC group.</p> <p>-Data Team minutes.</p> <p>-Lesson plans collected and reviewed.</p>
<p><u>Assessment and Grading Practices</u> 100% of teachers will reflect on assessment practices and engage in dialogue and clarification of school wide grading practices.</p>	<p>Create a task force to examine current assessment and grading practices.</p> <p>Form groups lead by task force members to facilitate reflection and dialogue regarding assessment and grading practices.</p>	<p>2017-2020</p>	<p>Curriculum Coordinator</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A</p>	<p>- Task force minutes and created documents.</p> <p>- Teacher evidence and explanation of adopted assessment and grading practices.</p>

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Goal 3: Successful Systems of Support. The system and culture of Moanalua High School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p><u>WASC Accreditation</u></p> <ul style="list-style-type: none"> • Increase involvement from all stakeholders in the WASC accreditation process and self-study. • In 2018 receive a 6-year accreditation term. <p><u>School Organization and Governance</u></p> <ul style="list-style-type: none"> • Continued support and participation in collaborative and supportive School Community Counsel (SCC). • Continued communication and involvement of all teachers through Department and Leadership Cadre structures. • Continued refinement and implementation of Moanalua High School Data Team Process to best address our needs. <p><u>Community Involvement</u></p> <ul style="list-style-type: none"> • Continued participation in Complex Academic Review Team (CART). • Increase opportunities to partner with community groups, organizations, and institutions of higher learning. 	<p>Needs Assessment outlined on page 2.</p> <p>WASC Accreditation Visit – Spring of 2018</p> <p>2015 WASC Identified School-wide Recommendations</p> <ul style="list-style-type: none"> • Moanalua High School should continue to develop and refine ART processes for monitoring its Academic Plan. • The school should continue its focused efforts on vertical articulation with the feeder schools of the complex and continue shared decision-making with all members of the school community. MoHS should continue horizontal articulation within its data teams, departments and leadership. • The school should ensure regular and varied means of communication to parents, students, and community to keep them informed and involved with supporting the school’s goals and mission.

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<p>WASC Accreditation 100% of teachers will participate in one of the Moanalua High School Focus on Learning groups. These groups will dialog and form the basis for reflection necessary for school improvement.</p>	Continue WASC Accreditation Focus on Learning process.	2017-2020	Admin	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	- WASC Accreditation Report - Archived information gathered in FOL groups.
<p>School Organization and Governance The systems of organization and governance (e.g. leadership cadre, SCC, departments, data teams) will continue to service and support the needs of Moanalua High School.</p>	Continued involvement of all stakeholders in established systems and role groups.	2017-2020	Admin & Dept. Chairs	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	- Minutes archived from various role groups.

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<p><u>Community Involvement</u> Continued vertical alignment of curriculum and instruction for K-12 in the Moanalua complex.</p>	<p>Continued participation in Complex Academic Review Team (ART).</p> <p>Continue to host annual Professional Development Conference based on complex desired areas of growth.</p>	<p>2017-2020</p>	<p>Admin</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>- Minutes from CART meetings.</p> <p>- Agendas and materials for planned and completed professional development conferences.</p>
<p>Increase opportunities to partner with community groups, organizations, and institutions of higher learning in order to support school needs and provide authentic learning experiences for students.</p>	<p>Continued participation in special programs with university system.</p> <p>Continue to build relationships with community members, local businesses, and organizations (e.g. Mock Trial, Engineering, etc.)</p>	<p>2017-2020</p>	<p>Admin</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A</p>	<p>- Records of partnerships formed.</p>