



Three-Year Academic Plan 2017-2020

Aiea – Moanalua – Radford

Moanalua High School

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Submitted by Robin Martin	Date
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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>Needs Assessment Data</p> <ol style="list-style-type: none"> 1. Continued increase of inclusion of Special Education students in regular education classes. 2. Revisit and revise Career and Academic Planning (CAP) curriculum, and increase student quarterly pass rates. 3. Continued Professional Development to foster and promote a growth mindset school-wide. 4. Revisit grading and assessment practices. 5. Focus on improved proficiency in mathematics and numeracy. 6. Commitment from all classrooms to incorporate literacy and numeracy into subject area and curriculum. 7. Monitor and increase awareness of data gathered from Tripod Survey regarding positive school climate.
	<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

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

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 – Educator Effectiveness System
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/CIAs
10. Erik Kubota	10. Registrar – Formative Instruction/CIAs
11. Priscilla Shimamoto	11. Part-time teacher/Teacher Mentor – Induction and Mentoring

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

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. Begin to explore and identify strategies to support Social Emotional Learning (SEL) <p><u>Success for All Students</u></p> <ul style="list-style-type: none"> 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. Explore strategies to increase student awareness of being ethical and effective users of technology. 	<p>Needs Assessment outlined on page 2.</p> <p>2018 WASC Identified School-wide Recommendations</p> <ul style="list-style-type: none"> Continued increase of inclusion of Special Education students in regular education classes. Revisit and revise CAP curriculum. Focus on improved proficiency in mathematics and numeracy. Commitment from all classrooms to incorporate literacy and numeracy in the curriculum. Technology – increase the use of technology as a tool for engagement and collaboration <p>Relevant Data (2017-2018)</p> <ol style="list-style-type: none"> 1) SBAC Math – 44% 2) SBAC Reading – 78% 3) Science – 50% 4) Graduation rate – 96% 5) College Going Rate – 68% 6) ELL on track – 57%

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

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 up to 78% 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> <p>ELA to administer interim SBA assessment.</p>	2017-2020	Curriculum Coordinator and PD Team	<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 2019 -- 79% 2020 up to 80%</p> <p>- Data team minutes include evidence of Success Standards implementation in classrooms.</p>
<p><u>Well-being of the Student</u></p> <p>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>	SSCs and Counselors	<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>- First revision completed during 2017-18 year.</p> <p>- Collect feedback on revised CAP lessons and continue to assess and improve.</p>

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

Create a plan to introduce SEL concepts/mindsets school-wide	Explore and identify strategies to support Social Emotional Learning (SEL). Continue to support and connect with Peer Education program.	2018-2020			<p>- Record of new students kept and those students surveyed regarding their transition experience.</p> <p>- PD team will research and discuss SEL</p>
<p><u>Comprehensive System for Guidance</u></p> <p>Revise, update, and improve school-wide guidance to provide students with more support in academic, college, and career planning.</p>	<p>Counselors develop new registration guide and 4-year goal setting plan connecting student career goals with courses offered at MoHS.</p> <p>Counselors work with Leadership Cadre and Professional Development Team to refine and revise Guidance Plan.</p>	2017-2020	Counselors	<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>- Registration materials and CAP lessons will reflect and integrate guidance plan during 2017-18 year (continue to revise/refine over next 2 years).</p> <p>- Student/teacher survey data reflect an increase in student awareness of courses and planning.</p>

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

<u>Success for All Students</u> Increased inclusion rate. Differentiated English Language Learner supports in place. Support for at risk students. Improved Response to Intervention implementation.	Formation of third CORE team.	2017-2018	Admin	<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	-Data to show reduction of numbers of 9Rs from 6.8% to less than 5%.
	Continue to implement third CORE team to support inclusion in a regular education setting. Two SPED teachers assigned to support this CORE team.	2018-2019			-Maintain academic achievement data and retention data on all CORE teams.
	Possible formation of Grade 10 CORE team.	2019-2020			-Monitor SPED student achievement data in CORE III (Grade 9) inclusion classes.
	Continued support of ELL students in Science and Social Studies classes.	2017-2020			-Monitor regularly collected ELL data for achievement and improvement. (Increased to 40% on track in 17-18)
	Continued use and refinement of Group Peer Review (GPR). Full implementation of Request for Assistance forms. Provide Professional Development working with Universal Design for Learning, which includes alignment of services for effective RTI.	2017-2020 2017-2018 2017-2020			-Maintain running record of students reviewed in GPR. -Monitor implementation of Request for Assistance forms. -Representatives completed Professional Development workshops with Sara Cook in 17-18.
<u>STEM</u> Increase proficiency scores. Include numeracy focus in all classrooms and subject areas. Fully implemented Computer Science and	Re-examine math curriculum and update comprehensive curriculum. Given examples, teachers in all subject areas will develop ways to incorporate numeracy into their curriculum.	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	- Monitoring of SBAC Math scores. Data to show 5% increase for each of 3 years. - CIAs (data teams) minutes and data. - Increased pass rates in mathematics classes.

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

<p>Engineering Technology curriculum.</p> <p>Provide PD and lessons that foster and develop students into ethical and effective users of technology.</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>Find sources of practice SBAC items.</p> <p>Full implementation of AP Computer Science courses.</p> <p>Expanded STEM program.</p> <p>Research and explore strategies to increase student awareness of being ethical and effective users of technology.</p>			<input type="checkbox"/> N/A	<p>- Menu of ideas provided to teachers to assist in inclusion of numeracy in classes across the curriculum.</p> <p>- CIAs (data teams) developed assessments.</p> <p>- Number 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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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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>

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

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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
<u>Professional Growth with a focus on improved instruction</u> 100% of new and probationary teachers will be provided with a mentor and will receive support and orientation.	Regular monitoring of induction and mentoring process.	2017-2020	Curriculum Coordinator and Mentors	<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.
100% of current teachers will volunteer to participate in both observing others and being observed by other teachers.	Provide opportunities for teachers to continue participation in peer observations.	2017-2020	Curriculum Coordinator and PD Team	<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	- STAR Learning Walk attendance data/sign in sheets. - STAR Learning Walk alignment tools turned in at end of the year.

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

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>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>	2017-2020	Curriculum Coordinator and PD Team	<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>- 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 BERC group shows increases in usage of brain research based strategies & habits.</p> <p>-Data Team minutes.</p> <p>-Lesson plans collected and reviewed.</p> <p>-New teachers are asked to incorporate 7 strategies into EES observations/SLOs.</p>
<p><u>Assessment and Grading Practices</u></p> <p>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 led by task force members to facilitate reflection and dialogue regarding assessment and grading practices.</p>	2017-2020	Admin and 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	<p>- Task force minutes and created documents.</p> <p>- Teacher evidence and explanation of adopted assessment and grading practices.</p>

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

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>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>2018 WASC Identified School-wide Recommendations</p> <ul style="list-style-type: none">Communication – continue to refine systems of communication for the sharing of information as well as input in school wide initiatives and projects for all stakeholders.

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

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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
<u>School Organization and Governance</u> 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.	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.
<u>Community Involvement</u> Continued vertical alignment of curriculum and instruction for K-12 in the Moanalua complex.	Continued participation in Complex Academic Review Team (ART). Continue to host annual Professional Development Conference based on complex desired areas of growth.	2017-2020	Admin	<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	- Minutes from CART meetings. - Agendas and materials for planned and completed professional development conferences.

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

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>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>	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	- Records of partnerships formed.
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