2020 Academic Plan, School Year 2020-21

School: Moanalua High

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

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

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
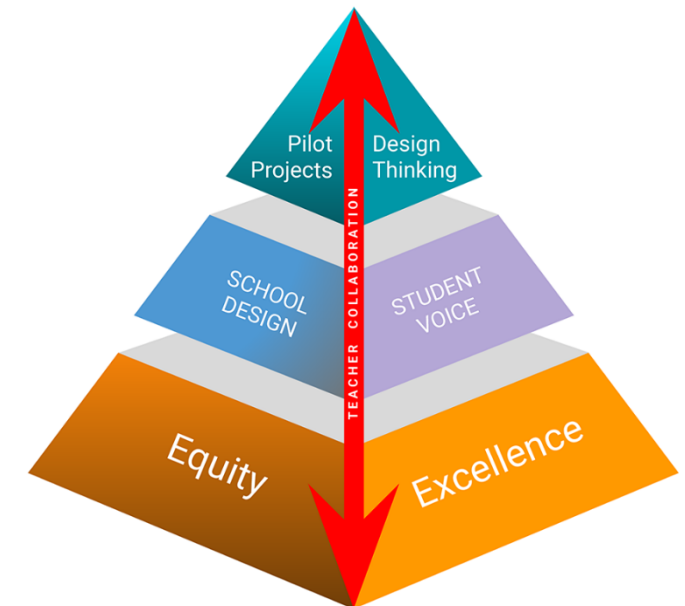
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

Principal (print):	
Principal's signature: Signature on file at school	Date: 06/12/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature:	Date: 06/12/2020

[School Name], [Version 1], [Date]

2020 Academic Plan, School Year 2020-21

[**School: Moanalua High School**]

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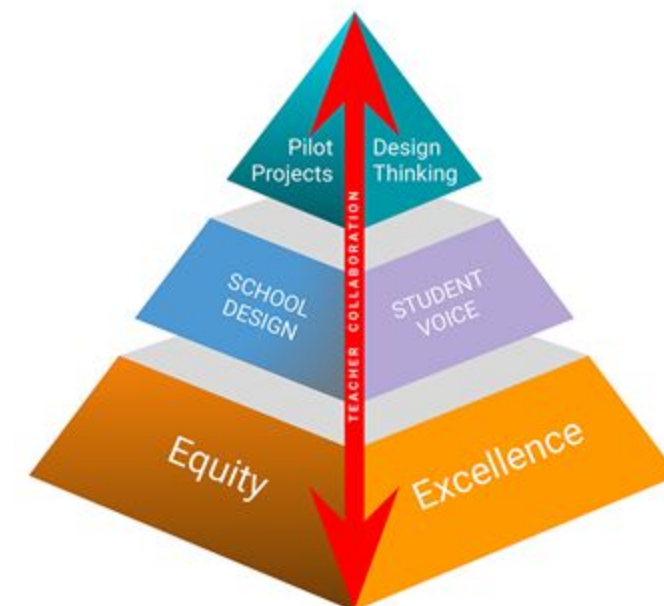- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements. Based on our current data, our achievement gaps are in the following areas: ● Below Federal goal of 80% of IDEA students spending 80% or more of time integrated with regular ed students (gains made from 37% (17-18 SY) => 43% (18-19 SY)). ● EL on track rate dropped from 57% (17-18 SY) => 34% (18-19 SY)	*What is your Theory of Action (if-then) to improve the achievement gap?* If we increase inclusion opportunities and support for both EL and SPED students, then EL, SPED, and general education student achievement will improve.	*What are your Enabling Activities to improve the achievement gap?* - Provide continual Professional Development on brain based research instructional strategies (e.g. Learning Targets), Universal Design for Learning (UDL), and other strategies to support inclusion. - Work to identify and customize student supports to ensure ongoing student success in an inclusion setting. - Collaboration in Action (CIA) teams will continue to work on curriculum maps with a continued focus on improving instruction and implementation of brain-research based strategies - Review and monitor placement of subgroup students.

[Moanalua High School], [Version 3], [05/01/2020]

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

Describe here your complex/school contexts for School Design and Student Voice: **MoHS has a growing ELL and SPED population. MoHS will continue to focus on ways to better support these students and prepare all students to transition into _their future_ goals and aspirations.**

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice: **MoHS will continue to design its programs around student choice (e.g. comprehensive electives and growing CTE opportunities) and continue to implement strategies/structures to support _all_ students.**

Describe here your Conditions for Success for School Design and Student Voice: **Effective instruction delivered by teachers who continually collaborate and reflect through ongoing professional development. Continued efforts to build community relationships that support MoHS vision and mission.**

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Increase 9th grade promotion rate by continually refining and supporting 9th grade CORE teams.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* Increase the inclusion rate to 53%.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* The number of students placed in an inclusion setting will continue to increase from 2020-2021.
Why you are implementing them? Research has shown that inclusion and smaller learning communities help to support students transitioning into high school and beyond.	*Why you are implementing them?* In order to be in line with the school's mission to prepare students to responsibly create their future and to work toward the national goal of students being with non-disabled peers for 80% of the school day.	*Why you are implementing them?* We want to ensure our students are receiving quality instruction in the least restrictive environment needed for them to be successful.
How will you know that they are causing an improvement? We will continue to monitor grades, IEP implementation (via IEP meetings and other measures), and continue to meet with the support team (GPR) to monitor student progress.	*How will you know that they are causing an improvement?* SPED students will continue to be successful as they move into more general education settings (via monitoring of grades and IEP goals).	*How will you know that they are causing an improvement?* We will continue to review data, receive teacher and parent feedback during meetings, and continue to monitor student grades and progress.

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

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. STRIVE-HI Data	*Add throughout the year measurements here.* Grades, GPR minutes, CIA data	*Add end of year goals here.* Increased 9th grade promotion rate, increase SPED inclusion rate, increase EL on-track rate

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Increase in percentage of first-time 9th graders promoted to 10th grade on time by 2%.	Continue to implement and support CORE teams.	Yearlong	WSF	Admin will monitor the progress of 9th grade students at regular intervals to identify students in need of support and brainstorm strategies to support these students. (IEPs and Group Peer Review)	Quarterly	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.
Continue to increase SPED inclusion rate by 2%	Provide ongoing PD for teachers to help support inclusion. Redefine SPED teachers' roles and determine accountability measures as inclusion rates climb	Yearlong	WSF	Administrators will attend annual IEP meetings, parent/teacher conferences, and conduct classroom observations to monitor support in those classrooms.	Quarterly	
Increase math proficiency scores on SBAC by 2%	Explore ways to incorporate numeracy across the curriculum.	Yearlong	WSF	Math DH will monitor student progress via teacher administered assessments and monitor math grades.	Quarterly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
100% of teachers will continue to participate in professional development (PD) around brain-research based instruction.	Provide monthly PD at faculty meetings. Continue to plan and host an annual PD conference in April.	Yearlong	WSF	Professional Development (PD) team will continue to collect exit passes/agendas from all PD sessions. Admin will conduct observations through EES.	Quarterly	
100% of new teachers (NT) will receive mentoring from an on campus mentor	Continue to identify and train new mentors on campus. Continue to provide quarterly new teacher meetings for all NTs.	Yearlong	Title II	PD team and admin will coordinate with district to monitor mentoring progress.	Quarterly	
100% of teachers will participate in 3 learning walks throughout the school year.	Continue to train new teachers to MoHS on BERC STAR observation protocol. Continue to conduct learning walks during each quarter (Q1-Q3).	Yearlong	WSF	PD team and admin will monitor teacher participation as well as conduct debriefs throughout the year.	Quarterly	
100% of teachers will participate in Collaboration in Action (CIA) teams.	CIA teams will continue to meet twice a month to review curriculum maps, review student work, and discuss instructional strategies. Leadership will meet with CIA leaders twice a year and provide ongoing support.	Yearlong	WSF	Admin will monitor CIA minutes and regularly attend CIA meetings.	Quarterly	

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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
Please describe your school's ideas around innovation and pilot projects. - We would like to continue to improve our community partnerships (e.g. businesses, internships, DVR), in order to increase opportunities for students to participate in authentic learning experiences and better prepare them for their future. - We are expanding our elective offerings by adding Speech and Debate classes. This opportunity allows for students to grow in their leadership skills and promotes student voice on campus. - We plan to use our Performing Arts center as a revolving classroom, providing teachers and students a multitude of opportunities to grow and expand our fine and performing arts programs, and utilize the facility as a venue to host community events.	*Please describe your conditions for Success:* *To do this, we need to:* Continue to grow and support teacher leaders within our school. Provide professional development where needed. Continue to partner with our community agencies, parents, and provide clear transition plans for all students including our special education students.

HAWAII	Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawaiʻi's local and global contribution. — MARKERS: Nā Hopena Aʻo; languages; culture; context; place-based; safety & total well-being	One of the largest programs at MoHS is the World Language Learning center which focuses on providing culturally rich learning for its students, offers courses in 7 different languages, and continues to foster community partnerships (e.g. Korean consulate). MoHS is also committed to providing a safe learning environment focused on total well-being of all students by providing a robust system of multi-tiered student supports (e.g. GPR, Peer Education, Aloha Kakou).
EQUITY	Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. — MARKERS: Access; personalization; community; closing achievement gaps; quality	MoHS is centered around its mission to prepare students to responsibly create their future. The courses and master schedule are created annually based on student interests and needs. The increase in SPED/EL inclusion is grounded in making learning accessible to all students. There is a schoolwide focus on brain based research that supports instruction designed to close achievement gaps and that ensure all students experience quality learning on a daily basis.
SCHOOL DESIGN	Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawaiʻi. Learn more. — MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners	MoHS is constantly working to develop and grow its partnerships with community organizations and local businesses (e.g. Naval engineering, Kaiser hospital, community colleges). One of the core values at MoHS is the Success Standards (gather/organize information, solve complex problems, defend thinking with evidence), designed to prepare students to tackle real-world, authentic problems and transform students into community contributors.
EMPOWERMENT	Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. — MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice	MoHS has several levels of collaboration with its staff designed to empower the voice of multiple stakeholder groups. Admin meets monthly with student leaders representing all major student organizations on campus. The staff is continuing to explore instructional strategies that empower student voice (e.g. UDL and problem-based learning) with an emphasis on authentic audiences.
INNOVATION	Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. — MARKERS: Applied learning; design thinking; project-based learning; creativity	MoHS is continuing to explore design thinking and PBL to help foster creativity amongst all stakeholders in line with the school's vision to encourage, create, and learn. MoHS is also exploring ways to continue to grow STEM and Computer Science education.

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