

Focus on Learning

Accreditation Report

2011-2012

Moanalua High School

2825 Ala Ilima Street
Honolulu, Hawaii 96818
www.moahs.k12.hi.us



Western Association of Schools and Colleges
Central Oahu District Office | State of Hawaii | Department of Education | April 2012

Table of Contents

Message from the Principal		3
Focus Groups		4
Activity / Meeting Log		5
Chapter I.	Student/Community Profile	7
Chapter II.	Student/Community Profile Summary	26
Chapter III.	Progress Report	28
Chapter IV.	Self-Study Findings	63
A.	Organization: Vision and Mission School Culture Governance Leadership and Staff Resources	63
B.	Standards-Based Learning: Curriculum	76
C.	Standards-Based Learning: Instruction	89
D.	Standards-Based Learning: Assessment and Accountability	103
E.	Quality Student Support	108
Chapter V.	School Strategic Plan and Annual Academic Financial Plan	123
Appendix		156
	2011 Model Schools Conference Case Study on Moanalua High School NCLB Report School Status and Improvement Report Trend Report School Quality Survey Master Schedule Accreditation Survey	

Message from the Principal

Our high school team had just completed an hour long presentation at the 2011 Model Schools Conference in Nashville, Tennessee, where we shared our school's best practices. An educator approached me and reached out to shake my hand. She said, "We're from Joplin, Missouri. Do you know about us?" A solemn feeling came over me as I thought about the tragedy and devastation that the schools in Joplin had just endured from severe tornados. She then shared the highest compliment that any educator could ever ask for to validate a school's efforts ,

"For all of us from Joplin, we have to start from the beginning. I just want you to know that we are going to use what you just shared to help us rebuild our schools."

The time period from 2006-2012 has been one of the most dynamic for schools and public education in particular. During this short time period, Moanalua High School has taken on the challenge of Quadrant D learning, Data Teams, the Common Core State Standards, and Next Generation Assessments. Throughout, the school community has maintained a focus on high expectations and a student-centered approach to learning. The school continues to strive for our vision to be a "professional learning community" where,

*"in the spirit of Na Menehune,
everyone works in partnership to strive for excellence."*

The evolution of our nationally recognized professional learning community into Data Teams helped to create new "focus groups" for accreditation. As a learning community, we have held on to the goal of developing a school-wide plan that addresses our critical needs and engages teachers by incorporating their personal learning plans and professional learning through Data Teams into the larger school-wide plan.

A sincere "mahalo" (thank you) to the dedication and commitment of our teachers, students, parents, staff members, community members, and administrators. Your patience and efforts during this accreditation process reflect the love and aloha you have for our school and our students. A special thank you to Dr. Odie Douglas, Visiting Committee Chairperson and Complex Area Superintendent Dr. Teri Ushijima for their support through this process.

We welcome and extend a warm "aloha" to the 2012 WASC Visitation Committee. We look forward to sharing and learning together.

Sincerely,

Darrel Galera

Darrel Galera
Principal

**Moanalua High School
2012 WASC Accreditation Focus Groups**

<u>Organization (25)</u>	<u>Curriculum (29)</u>	<u>Instruction (28)</u>	<u>Assessment and Accountability (26)</u>
Missy Beavers-SS Tony Calvin - EA Jennifer Cole-SS Roberta Duranleau - EA Kenneth Fukada-WL Kwika Hasegawa-SS Susana Higa-SUP Kory Kado-Fukuda-COUN Lance Kiyabu-SUP Erik Kubota-FA Alan Cabanting-SCI Kristie Morikawa-LA Carolyn Morita-LIB Colleen Murphy - SPED Greg Nakata-SS Gina Ontai-SPED Kalvi Pari-WL Larry Park-COUN Elaine Pong-SPED Audrey Rragagola-SCI Elden Seta-FA Duane Suyama-SCI Bobby Widhalm-MATH Ryan Wlodyka-SCI Susan Yokota-SUP	Stacie Arakawa-MATH Angela Brooks-SS Regina Byrom-MATH Melissa Frankel-SS Melissa Goo-SCI Joy Heredia-HPE Chiyeon Hwang-LA Neilson Ishida - EA Soon Young Kim-SCI Justin Kohara-SCI Helen Lau-LA Sharon Major-BUS Stephanie McLaughlin-LA Raynice Messier-LA Margit Messner-ELL Patricia Nevada – EA Karen Nishigata - EA Heather Paulino-WL Matthew Pounds-LA Lauran Ross-LA Michelle Shin-LA Milton Sakamoto-COUN Heidi Soleymani-MATH Joshua Suapaia-HPE Aimee Sze-MATH Belinda Toyama-SS Liane Voss - LA Erron Yoshioka-SCI Abe Manutai-WL Robert Rivero-MATH	Karl Achiu-SCI Terri Browning-LA Charvis Bush-HPE Candace Chavez-LA Lori Domingo-MATH Edwin Gudoy-SPED Iris Inouye-SPED Fred Ito-BUS Brannon Jackson-HPE Lauren Kiyono-SS Joanna Kobayashi-CORE Ano Lulu - EA Alisa Machado - EA Arnold Martinez-HPE Jenny Migita-WL Merl Miyashiro-IA Travis Mukina-MATH Jennell Mullaney - EA Jason Nagaoka-MATH Sean Nishimura-CORE Theresa Nishite-SCI Frank Raymond-SCI Gerald Saki - SUP Sean Takahashi-MATH Reid Tsumoto-IA Liane Voss-LA Donna Yamamoto-COUN Chad Yoshizawa-MATH	Tricia Apana-COUN Vic Bonfiglio-ROTC Kelly Calistro-SS Dane Canida-SS Sherrie Faildo-Lee-SUP Pam Fivella - EA Lisa Goto-SPED Charlene Hosokawa-CSAP Kristi Jacobsen-LA Wray Jose-SS Marissa Kiethanom-MATH Shelly Koyanagi-LA Jennifer Ly-SPED Trudy Moore-SPED Allan Nagamine-HPE Sandra Nakagawa-Saito-SCI Michiyo Ohara - EA Ethan Paraso-SCI Cris Rathyen-LA Lachelle Sablan-SPED Randy Sakauye-IA Lois Soto-SUP Kyoko Spells - EA Lynne Sueoka-LA Judy Tateyama-MATH Cindy Wong-WL
<u>Student Support for Personal and Academic Growth (38)</u>			
Janine Balsis-LA Rhona Barbosa-FA Maria Bernard Reantaso-CSAP Cecily Bilecki-SPED Wendy Botelho-PEP Vangie Casinas-CAP Jeff Fujimoto-FA Val Fukuda-SPED Liana Garma-SPED Nancy Gouveia-SPED Gannon Gragas-SPED	Lynn Hashizume-FCS Kenda Ishida-SS Karen Kramer-SPED Barbara Lane-LA Armi Lawrence-ELL Donna Leong-SPED Yuki Lileikis-WL Claire Manutai-SS Gwen Mau-COUN Lori Mew-SPED	Diane Nakata - EA Tricialyn Negre-MATH Amy Ota-Marcouiller-FA Sherwin Pang-SUP Cris Pasquil-SS Kyle Nakamichi-CORE Diana Safranski-MATH Nicole Schorn-SCI Ken Schubert-ROTC Chela Sheets-FA	Faith Shinagawa-FCS Shaun Sur - EA Laura Tanaka - EA Cher Takemoto-FA Faith Tanitomi -SUP Jill Tengan-ELL Scott Yamada-CSAP Joanne Yonamine-SUP

Activity / Meeting Log

Date	Group	Activity
March 2009	All	Midterm WASC Visitation
April 26, 2011	Faculty	Faculty Meeting on WASC Accreditation
May 3, 2011	Faculty	Faculty Meeting on WASC Accreditation
May 6, 2011	CoTeaching	Training for Co-Teaching Leadership Team – complete school plan
May 26, 2011	Faculty	Faculty Meeting: summer homework on Common Core State Standards, next generation assessments
July 13, 2011	CoTeaching	Training for Co-Teaching Teams
July 14, 2011	CoTeaching	Training for Co-Teaching Teams
July 26, 2011	Data Teams	Data Team Meeting #1
Aug 4, 2011	Teachers	Faculty Meeting - CCSS and Smarter Balanced Assessments
Aug 22, 2011	Data Teams	Data Team Meeting #2
Aug 24, 2011	Teachers	Faculty Meeting on WASC Accreditation (philosophy, significance, importance)
Aug 26, 2011	Gr9 student	ACT Explore Test
Aug 29, 2011	Data Teams	Data Team Meeting #3
Aug 31, 2011	Complex	Moanalua K-12 Complex Redesign Team Meeting
Sept 7, 2011	Read 180	Read 180 Training
Sept 7, 2011	Data Teams	Data Team Meeting #4
Sept 12, 2011	Read 180	Begin Implementation of Read 180 classes
Sept 14 2011	Teachers	Faculty Meeting on WASC Accreditation - review of faculty survey #1 results
Sept 15, 2011	Parents	Parent and Community Forum - School Report and WASC Accreditation
Sept 19, 2011	Data Teams	Data Team Meeting #5
Sept 20, 2011	CoTeaching	Training for Co-Teaching Teams
Sept 21, 2011	Complex	Moanalua K-12 Complex Redesign Team Meeting
Sept 21, 2011	Teachers	Faculty Meeting on WASC Accreditation - faculty survey #2 using WASC Accreditation Rubric III B-9 to B-33; presentation of new MoHS Data System by Jonathan Wang
Oct 17, 2011	Data Teams	Data Team Meeting #6
Oct 19, 2011	Complex	Moanalua K-12 Complex Redesign Team Meeting
Oct 21, 2011	CoTeaching	Co-teaching classroom visits/meetings with Dr. Larry Gloeckler
Oct 26, 2011	Faculty	Focus Group meetings: Review of school profile and data; WASC Criteria; review of results of survey #2
Oct 29, 2011	Seniors	Senior Project Final Boards (summer school students)
Oct 31, 2011	Data Teams	Data Team Meeting #7
Nov 9, 2011	Parents	Parent and Community Forum - School Report and WASC Accreditation
Nov 14, 2011	Data Teams	Data Team Meeting #8
Nov 16, 2011	Complex	Moanalua K-12 Complex Redesign Team Meeting
Nov 16, 2011	Teachers	Faculty Meeting: Update on Reducing Achievement Gap and Read 180; Academic and Financial Plan 2012-2013 update

Nov 28, 2011	Data Teams	Data Team Meeting #9
Nov 30, 2011	Faculty	Focus Group meetings: Continued review of WASC Criteria and review of collection of evidence of student learning; review of draft report sections
Dec 5, 2011	CoTeaching	Training for Co-Teaching Teams
Jan 4, 2012	SCC	SCC meeting – approval of 2012-2013 Academic & Financial Plan
Jan 6, 2012	Task Force	Bell Schedule Task Force - meeting #1
Jan 9, 2012	Data Teams	Data Team Meeting #10
Jan 11, 2012	Faculty	Accreditation updates
Jan 12, 2012	Core Teams	Core Team meetings program review
Jan 18, 2012	Complex	Moanalua K-12 Complex Redesign Team Meeting
Jan 21, 2012	Parents	Accreditation Meeting for Parents and Community Members
Jan 23, 2012	Data Teams	Data Team Meeting #11
Jan 26, 2012	Core Teams	Core Team meetings program review
Feb 1, 2012	Faculty	Faculty Meeting - Data Teams updates
Feb 2, 2012	Coteach	Co-teaching Training for Teams with Dr. Larry Gloeckler
Feb 6, 2012	Data Teams	Data Team Meeting #12
Feb 13, 2012	Task Force	Bell Schedule Task Force - meeting #2
Feb 15, 2012	Teachers	Faculty Meeting: review of WASC Accreditation and review of classroom evidence of learning and review of key questions
Feb 16, 2012	Complex	Moanalua K-12 Complex Redesign Team Meeting
Feb 18, 2012	Parents	Accreditation Meeting for Parents and Community Members
Feb 22, 2012	Data Teams	Data Team Meeting #13
Mar 1, 2012	Core Teams	Core Team meetings program review
Mar 3, 2012	Teachers	Training on how to support ELL students in the classroom
Mar 20, 2012	Gr 9, 10, 11	ACT Explore Test, ACT Plan Test, ACT Test
Mar 21, 2012	Complex	Moanalua K-12 Complex Redesign Team Meeting
Mar 24, 2012	Seniors	Senior Project Final Boards
Mar 28, 2012	Data Teams	Data Team Meeting #14
Apr 11, 2012	Task Force	Bell Schedule Task Force - meeting #3
Apr 19, 2012	Data Teams	Data Team Meeting #15
Apr 21, 2012	All	11 th Annual Professional Development Conference
Apr 23, 2012	All	WASC Accreditation Visiting Team (April 23-26)
May 4, 2012	Data Teams	Data Team Leaders Meeting #16
May 16, 2012	Complex	Moanalua K-12 Complex Redesign Team Meeting

Chapter 1: Community Profile, and Supporting Data

Demographic Data

(The following community profile information on the Moanalua area was compiled from the 2010 and 2000 Census Redistricting Data 2005-2009 American Community Survey 5 Year Estimates.)

Moanalua High School serves the communities of Moanalua, Salt Lake, and Aliamanu. The population in the area has been relatively stable in the years between 2000 and 2010, decreasing by 50, a change of -0.2% for an estimated total of 24, 542. The area includes light, industrial activity, small to large businesses, including new and used car businesses, car rental companies, small airport hotels, fast food restaurants, and large military housing units.

The estimated population under 18 years of age is 4,614 or 18.1% and 65 years of age or older, 4,427 or 18.1%, with the remaining adult population estimated at 15,461 or about 63%.

This ethnically diverse area is comprised of an estimated 15,923 US born citizens or 69.8 of its total population. Approximately 4,521 or 19.8% of the residents are naturalized citizens, with the remaining 2,377 or 10.4% non-citizens.

The estimated population in the area that lives below the poverty level is 2,226 or 9.9%.

Approximately 5,133 or 61.1% of the housing units in the area are owner occupied, with a median value of owner occupied units of \$440,700.

Of the adult population over 25 years of age, approximately 4,4664 or 27.8% have a college degree or higher; 4,735 or 19.2% have obtained a high school diploma or equivalent; and 1,987 or 11.9% have less than a high school diploma.

The greater community continues to hold a very favorable perception of the quality of education at Moanalua High School and the Moanalua Complex schools overall as indicated by a recent article published on October 9, 2011 in the Honolulu Star Advertiser. Author Lisa Scontras says that many in real estate feel that the Salt Lake neighborhood is “an untapped gem.” Scontras goes on to state that investors are gravitating toward Salt Lake because it is a desirable area for renters and that Salt Lake’s “appeal is broad with families, couples, and singles equally impressed with the area’s amenities” including “desirable school districts.”

School Profile

Moanalua High School is a comprehensive four-year high school servicing grades 9-12 in the Hawaii Department of Education's Central District. The six high schools in the Central District are divided into two areas—northside schools and southside schools--each with its own Complex Area Superintendent. Moanalua belongs to the Southside Complex area of schools and is one of three high school complexes within two miles of each other. A complex is made up of a high school and its feeder middle/intermediate school(s) and elementary schools.

Moanalua's Complex feeder schools (mentioned earlier) include Moanalua Middle, Moanalua Elementary, Red Hill Elementary, Fort Shafter Elementary, and Salt Lake Elementary. Together, the six schools service about 6,000 students.

The high school, situated on the rim of Salt Lake Crater overlooking Moanalua Gardens, was established in 1972 and graduated its first class in 1975. It is on a campus of 30 acres with facilities that include 80 classrooms, a cafeteria, a gymnasium, and a stadium. The whole school underwent ADA barrier free renovation in the late nineties to accommodate students with physical challenges, so that all buildings and support facilities like the stadium could be accessed by these students. The whole school underwent school renovation from 2009 to 2011 to renovate all classrooms and most buildings.

WASC Accreditation History

The school received a six-year Accreditation from the Western Association of Schools and Colleges (WASC) in 2006 and underwent a successful three-year "on-site review" in April 2009. At that time, the review committee made no additional recommendations, indicating that the school was making progress on all school goals and previous recommendations.

School Purpose (i.e., Vision, Mission, ESLRs)

In April 2005, the MoHS School Community Council transitioned away from SCBM and implemented new bylaws that included the following school vision and mission statements that define the school's purpose.

School Motto
<i>"Kulia I ka nu'u"</i> (Strive for Excellence)
Vision
Moanalua High School is a learning community where, in the spirit of the Menehune, everyone works in partnership to strive for excellence.

Mission

A graduate of Moanalua High School will be able to:

- Demonstrate proficiency in academic
- Think critically and creatively in problem-solving situations
- Use positive intrapersonal and interpersonal skills
- Exhibit a commitment to our global society

Former State Superintendent of Education, Patricia Hamamoto led a collaborative process, which resulted in the creation of a new set of Department of Education General Learner Outcomes (GLOs). Because the new GLOs were almost identical to the school's ESLRs, and because there was a need to provide greater clarity and coherence for students, teachers, parents, and the community, the school chose to use the DOE General Learner Outcomes as its ESLRs.

School/State General Learner Outcomes

- Independent and Responsible Learners
- Skilled Collaborators and Team Players
- Complex Thinkers and Problem Solvers
- Producers of Quality Products and Performances
- Effective Communicators
- Effective and Ethical Users of Technology

MOANALUA COMPLEX OF SCHOOLS

Moanalua High School belongs to the Moanalua Complex, a K-12 grouping of six schools that serve the same geographic areas of Moanalua, Salt Lake, Tripler, Fort Shafter, Aliamanu, and military housing areas. The schools of the complex include: Moanalua Elementary, Red Hill Elementary, Salt Lake Elementary, Shafter Elementary, Moanalua Middle School, and Moanalua High School. These Complex schools have demonstrated their commitment to work together for the common good of the students they serve. They have worked tirelessly to meet state and federal compliance requirements including the General Support and Supervision (GSS) requirements from the DOE for service delivery for special education students.

They have coordinated their professional development days so they can participate in shared activities. For example, the high school has an exemplary professional development program and has hosted a large professional development conference for each of the last ten years where teachers showcase their standards-based units and technology-based projects based on each year's educational theme. The conference is open to the entire state and is attended by hundreds, including teachers and administrators from the Complex schools. Teachers from the elementary and middle schools currently present their own units and projects in breakout sessions with the high school faculty.

The Complex schools have also established the Moanalua Complex Redesign Team to replace the Vertical Math and Reading Teams. The Redesign Team has taken on the challenge of becoming a high performing K-12 complex of schools based on the Learning Criteria and the Rigor and Relevance Framework. It is essential that all complex schools will work in partnership to assure that students entering Moanalua High School (1) are prepared to meet high school proficiency requirements on the new national assessments and next generation performance assessments, and (2) will attain college and career readiness standards before graduating from the high school.

PARENT AND COMMUNITY ORGANIZATIONS AND BUSINESS PARTNERSHIPS

Moanalua High School receives tremendous leadership and support from various community, parent, alumni parent, and business partnerships including the following:

- MoHS School Community Council (SCC)
- MoHS Parent Teacher Student Association (PTSA) including Project Graduation
- MoHS Alumni Foundation
- MoHS Athletic Boosters Association
- MoHS Music Boosters Association
- University of Hawaii Masters in Education for Teaching Program (MET)
- Joint Ventures Educational Forum (JVEF)

School Community Council (SCC)

Act 51, as passed by 2004 State Legislature, required all schools to transition from an SCBM Council to a School Community Council by June 2005. On April 19, 2005, Moanalua High School approved and put into effect new bylaws in accordance with Act 51. The new SCC Council held its first meeting on June 14, 2005 and has continued to hold monthly meetings from 2005 through 2011. The Council Chairperson is a teacher representative, the Vice-Chairman is a student representative, and the Secretary is another teacher representative.

It took as its name the “Menehune Council” and has identified its primary function as serving as a “policy-making and an advisory body through shared decision-making.” It also serves as “the trustee of the school’s vision and mission to help students” and has committed to focusing on “improved teaching and learning.”

There are 12 members on the Council: the Principal; four faculty members; one member of the classified staff; two students; two parents of enrolled students; and, two community members. With the exception of the Principal, all other members are elected or chosen by their constituent groups. The present membership of the SSC include:

Chairperson:	Robert Widhalm (Teacher Role Group)
Vice Chairperson:	Alyssa Lagat-Ramos (Student Role Group)
Secretary:	Sandra Nakagawa-Saito (Teacher Role Group)
Other Members:	Jennifer Cole (Teacher Role Group)
	Greg Nakata (Teacher Role Group)

HaRim Koo (Student Role Group)
Rusty Bird (Non-certificated Role Group)
Debbie Aquino (Parent Role Group)
Sandra Kawamura (Parent Role Group)
Amy Stone-Murai (Community Role Group)
Mark Taylor (Community Role Group)
Darrel Galera (Administration Role Group)
Alternate Members: Jason Nagaoka (Teacher Role Group)
Mark Behrens (Parent Role Group)
Chris Eng (Community Role Group)

The Moanalua High School Community Council group has consistently demonstrated its desire and willingness to work towards school improvement. The extensive years of experience of SCC members in the area of site based school management is a strength of the council. All role groups are actively involved in group discussions, such as providing input into and giving approval to the school's annual Academic and Financial Plan, and evaluation of the school principal.

PTSA

The school's Parent-Teacher-Student Association (PTSA) is one of the most active among Hawaii high schools and boasts one of the largest parent memberships (over 500) for secondary public schools in the state.

The PTSA sponsors the inaugural Menehune Kina'ole Awards Dinner, in which school volunteers and distinguished alumni are honored. A highly successful silent auction is a major part of the evening thanks to the generous donations from individuals and businesses throughout the state. This year will be the eighth consecutive year that the Kina'ole Awards will recognize exemplary role models and raise needed funds for school activities.

The PTSA continues to accomplish its annual goals and for the 2011-2012 School Year will provide volunteers and supplies for Campus Beautification Day, offer student scholarships, install air conditioners in several classrooms, and raise \$15,000 for school computer technologies.

In addition, the Association supports Reflections, Drug Free Programs, Staff Appreciation, other School Improvement Projects, and Project Graduation.

Project Graduation, which is solely parent run, requires that parents commit themselves to raising funds for graduation night activities from the time their children enter Moanalua as freshmen. Over the four-year period, the grade level parent groups host various fund-raising activities like candy and bake sales, car washes, etc. in an attempt to raise enough funds to ensure a safe and enjoyable menu of activities for their graduating seniors on graduation night. The goal is always to attract as many seniors to the event as possible to promote a positive and healthy lifestyle and lessen the chance of drug and alcohol-related incidents and accidents.

Again, the groups of parents that have supported their children's participation in school programs and activities have demonstrated their willingness to work towards school improvement by participating in Saturday meetings to provide input into school and accreditation issues.

Community Programs

Joint Venture Education Forum (JVEF) is a partnership between the Department of Education and the military. This group has oversight over the disbursement of \$5 million in federal monies each year that are earmarked for repair and maintenance, technology, and textbooks for schools with significant military-dependent populations. Moanalua's military-dependent students make up approximately 20% to 25% of the school's student population.

Over the last few years the school has received JVEF monies for computer technology, textbooks, and professional development. These funds have supported the installation of 31 Promethean Smartboards in classrooms, the licensing for Blackboard Learning Systems, and teacher and staff participation in national educational conferences such as the ICLE Model School Conferences. It is anticipated that this grant program will end which will result in a significant loss of grant funds for our school.

The high school has also forged a strong working relationship with the Moanalua/Aiea Community School for Adults, which shares space in the Administration Building and utilizes the high school's classrooms and other facilities for its evening programs. The adult school supports the school's program for at-risk students in need of credits for graduation by providing a teacher for the after-school program. The adult school purchased the Plato program (which provides online curriculum in a variety of subject areas) and is making the program available as a pilot for students in the high school's at-risk program. It has also provided training for teachers in the use of the new program. The school also maintains programs for at-risk students at Honolulu Community College, Youth Challenge, Job Corps, and High Core.

The school continues to partner with the University of Hawaii's College of Education to sponsor the Master in Education for Teaching (MEdT) Program. A cadre of student teachers spend four semesters at Moanalua High School, Moanalua Middle School, Moanalua Elementary, and Salt Lake Elementary learning about the schools and how to become skilled classroom teachers.

The MEdT program has two program components—the school portrait and the internship. During the school portrait phase the students “engage in a research project during the fall semester about an aspect of the school that is of mutual interest to both the students and faculty. Results from these research projects are reported back to the faculties at each of the partnership schools early in the spring semester with the desired outcome that this information will lead to school renewal.”

While the students fulfill the research project requirement, they also spend the first three semesters observing teachers at the elementary and secondary levels. They spend two, seven-week blocks in two different classrooms, and then either work in one elementary classroom or teach three periods in the middle or high school during the third semester.

In the internship phase, students “move out of the partnership schools to fill DOE positions in schools across Oahu. The internship is a full-time appointment and students become the teacher of record in those classrooms for the semester.”

Business Partnerships

The school's relationships with several businesses have resulted in physical improvements to the school that have created a safer environment for students. Hawaii 3Rs, Kaikor Construction Associates, Inc., Hawaiian Cement, and American Standard Concrete Pumping Hawaii, Inc. have donated materials and provided the necessary manpower to expand the sidewalks and other walkways on campus to facilitate movement between classes. Thanks to support from business and community partners, the school has made significant improvements to facilities to better serve students and their learning needs, including: new weight room, new fitness center, new stadium concession stand, new stadium press box, renovated science classroom in M 202, renovated restrooms in gymnasium, and installation of new lights for the tennis courts.

School Status in Terms of Adequate Yearly Progress (AYP)

In 2011, Moanalua High School was the only 9-12 Hawaii high school to achieve AYP. This was the first year that MoHS has met all pertinent NCLB requirements set by the Hawaii DOE.

The State of Hawaii has set NCLB academic performance targets in four areas:

- Reading as measured by the Hawaii State Assessment (HSA)
- Mathematics as measured by the Hawaii State Assessment (HSA)
- Test participation in reading and mathematics
- Graduation or retention (with graduation rates applicable to schools with Grade 12 and retention applicable to elementary and middle/intermediate schools)

All of the following groups of students at a school are expected to meet the same targets:

- Students in five ethnic groups
- Economically disadvantaged students
- Students with disabilities (Special Education)
- Students with Limited English Proficiency
- Total group of students tested (and in this school, the group tested was tenth graders)

There are a total of 37 possible performance targets. All applicable targets must be met each year for a school to make Adequate Yearly Progress (AYP). Failure of any of these target groups to meet a performance target results in specific consequences for the school under NCLB.

Moanalua students demonstrated significant gains in the results of the Hawaii State Assessment (HSA) Test.

The school's performance for the last three years is indicated in the table that follows:

NCLB Student Performance at Moanalua High School

	Reading			Math			Graduation		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
	Percent Prof/Tested	Percent Prof/Tested	Percent Prof/Tested	Percent Prof/Tested	Percent Prof/Tested	Percent Prof/Tested	%	%	%
NCLB Targets	58% 95%	58% 95%	72% 95%	46% 95%	46% 95%	64% 95%- -	80%	80%	80%
All Students Statewide	% %	% %	---	% %	% %	---	-	-	---
All Students	86% 99%	85% 99%	83% 99%	47% 99%	49% 99%	56% 99%	93%	94%	96%
Disadvantaged	78% 98%	69% 97%	72% 97%	38% 98%	40% 97%	44% 97%			
Disabled (SPED)	% %	% n/a	__% _%	% %	% n/a	_% %			
Limited English (ESL)	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a			
Asian/Pacific Islander	86% 99%	85% 99%	82% 99%	50% 99%	51% 99%	56% 99%			
Black American	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a			
Hispanic	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a			
Native American	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a			
White	91% 100%	88% 99%	92% 98%	44% 100%	57% 99%	55% 98%			

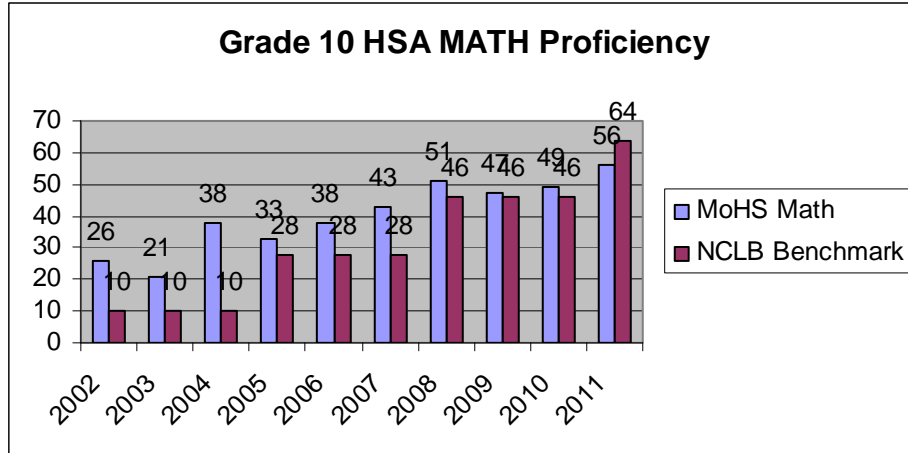
*Prof = Percentage of Students Meeting Proficiency *Tested = Percentage of Students Tested

*If the number of students is too small in any one or more the 37 possible categories, the performance target is not calculated and is not counted as Met or Not Met (n/a).

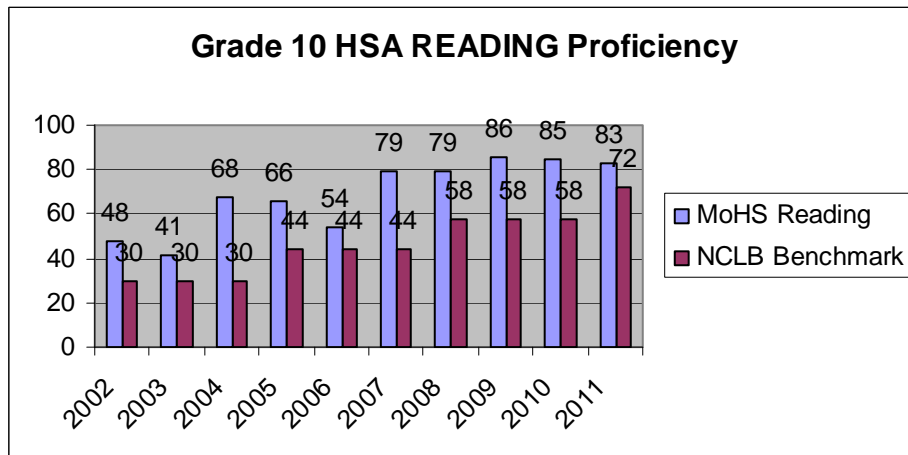
	2008-09	2009-10	2010-11
Number of Targets Met	16 Out of 17*	16 Out of 17*	19 Out of 19
Number of Targets Not Met	1 Out of 17*	1 Out of 17*	0 Out of 19
Adequate Yearly Progress	Not Met	Not Met	Met
NCLB Status	Restructuring	Restructuring	Restructuring
Students Eligible for School Choice?	Yes	Yes	Yes
Students Eligible for Educational Services?	Yes	Yes	Yes

*If the number of students is too small in any one or more the 37 possible categories, the performance target is not calculated and is not counted as Met or Not Met.

H.S.A. Math Proficiency 2002 to 2011



H.S.A. Reading Proficiency 2002 to 2011



MOANALUA HIGH SCHOOL DATA TABLE (11-29-11)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Enrollment	2005	2008	2016	1958	1994	1996	2112	2100
AvDailyAtt	96.3%	96.3%	96.3%	96.1%	95.9%	95%	95%	95%
Graduation Rate	91%	86%	91%	93%	92%	93%	94%	96%
College Going Rate% 4 yr	50%	51%	40%	39%	38%	39%	42%	44%
College Going Rate% 2 yr	44%	43%	42%	46%	47%	42%	41%	36%
H.S.A. Reading	68% 20% (s)	66% 28%(s)	54% 12%(s)	79% 34%(s)	79% n/a (s)	86% n/a (s)	85%	83%
H.S.A. Math	39% 3%(s)	33% 8%(s)	38% n/a (s)	43% 5%(s)	51% n/a (s)	47% 8% (s)	49%	56%
SAT Verbal	456	490	483	475	483	478	483	470
SAT Math	476	526	513	509	519	522	508	510
AP Tests Taken	189	239	195	179	194	193	180	178
AP Tests % 3,4,5	68%	56%	44%	47%	49%	57%	69%	76%
ACT Test Grade 11 Composite	(78) 21.2 20.1 E 22.0 M 21.2 R 21.2 S	(103) 21.5 20.7 E 22.2 M 21.5 R 21.1 S	(89) 22.5 21.7 E 23.1 M 22.9 R 21.9 S	(105) 22.3 21.4 E 22.6 M 21.8 R 21.8 S	(369) 19.2 18.1 E 19.9 M 19.0 R 19.3 S	(366) 19.3 (HI=21.5) 18.5 E 19.7 M 19.1 R 19.4 S	(484) 18.4 17.4 E 18.8 M 18.2 R 18.9 S	(473) 19.2 18.0 E 19.6 M 19.2 R 19.6 S
Alg 2 End Of Course Exam					27% Prepared Or Above (HI=25%)	18% Prepared Or Above (HI=12%)	15% Prepared Or Above HI =13.2%	
ACT Plan Test Grade 10 Composite				(457) 16.9 16.0 E 17.1 M 16.3 R 17.6 S	(466) 16.5 15.5 E 17.1 M 15.8 R 17.3 S	(509) 17.0 (HI=17.5) 16.0 E 17.6 M 16.1 R 17.8 S	(512) 17.4 16.6 E 17.9 M 16.9 R 18.4 S	(488) 18.0 16.7 E 18.8 M 17.3 R 18.6 S

School Enrollment (including NCLB subgroups) and Attendance Patterns

School Year	2008-09	2009-10	2010-11
Total number of students enrolled at MoHS	1992	2024	2003
• Grade 9	582	553	529
• Grade 10	525	551	524
• Grade 11	423	459	456
• Grade 12	463	461	494
• Number of Females	972	995	995
• Number of Males	1020	1029	1008
NCLB Subgroups			
• Special Education (SPED)	167	141	147
• Limited English Proficiency (ESL)	80	81	81
• Free and Reduced Lunch	367	378	443
Other Subgroup(s)			
• At-Risk	265	229	521

Enrollment

- Enrollment and gender patterns at Moanalua High School are relatively stable with the total school enrollment at around 2000 from year to year. The Freshman Class posts higher enrollment numbers, but those numbers begin to decrease in the tenth grade and become increasingly smaller with each passing year. By the senior year, the enrollment numbers are anywhere from 100 to 120 students less than what the class started out with four years earlier. This appears to be a natural trend for most high schools in the State, although military transfers during the course of the four years (in the case of Moanalua) seem to have significant impact on the numbers.
- While Special Education numbers have been increasing at other schools, Moanalua's numbers have remained fairly stable for the last three years, hovering at around 150 or roughly 7% of the school's population; the SPED Department still remains the largest department in the school.

SPED Enrollment

Grade Level	2008-09		2009-10		2010-11	
	Boys	Girls	Boys	Girls	Boys	Girls
9 th Grade	37	15	23	20	41	12
10 th Grade	29	10	31	11	25	15
11 th Grade	25	5	20	11	20	7
12 th Grade	31	15	20	5	20	7
Total by Gender	122	45	94	47	106	41
Total	167		141		147	

- By far, the most significant change in numbers for an identified sub-group is in the area of Free and Reduced Lunches. The numbers have increased almost 100% compared to the 2003-2004 figures. The school's Parent Community Networking Coordinator (PCNC) who administrates the program believes that the school's new debit card program (implemented in 2005) has reduced the stigma for a large percentage of students who avoided signing up for the program because they were too embarrassed to be seen picking up their lunch tickets. Now, their identification badges also serve as their lunch tickets and the badges are merely scanned at the lunch counter.

	School Enrollment	Free	Reduced	Total	Percentage
SY 2008-2009	1992	246	121	367	18.4%
SY 2009-2010	2024	257	121	378	18.7%
SY 2010-2011	2003	318	125	443	22.1%

Despite the rise in numbers, Moanalua continues to have one of the lowest percentages of students participating in the Free and Reduced Lunch Program in the Central District and among the other four school districts on the island. However, the increase in students who are economically disadvantaged provides our school with a challenge to meet the learning needs of students in this subgroup.

The school actively encourages students at Moanalua to sign up for the program by sending letters to students from the previous year, reminding them to submit their applications. At the beginning of the school year, students from the previous year are given a 30-day grace period to submit their applications before being dropped from the program.

The school is very cognizant of the needs of its special population students—SPED, ESL, At-Risk, and the Economically Disadvantaged--and makes every effort to provide the necessary supports to accommodate those needs. NCLB mandates have been helpful in keeping Hawaii schools focused on these special populations. However, the school is also cognizant of the need to provide for another special population group not identified above but just as deserving—its Gifted and Talented (GT) students. In defining its GT population, however, Moanalua is not only interested in those that demonstrate strength in academics, but all those students who demonstrate “special gifts” in music, art, athletics, leadership, etc. These students need to be nurtured and supported and provided with opportunities to hone those “special gifts” and skills.

- Data related to student ethnicity (see table below) indicate that the ethnic distribution at the high school differs slightly from the community demographics. In the community demographic profile, Caucasians (21.3%) and Japanese (18.5%) make up the largest ethnic groups, followed by the Filipino (13.8%), Cosmopolitan mixtures (15.3%), mixed Native Hawaiians (10.9%), Chinese (8.4%), and Koreans (5.2%). All other racial groups in the community comprise less than five percent of the population.

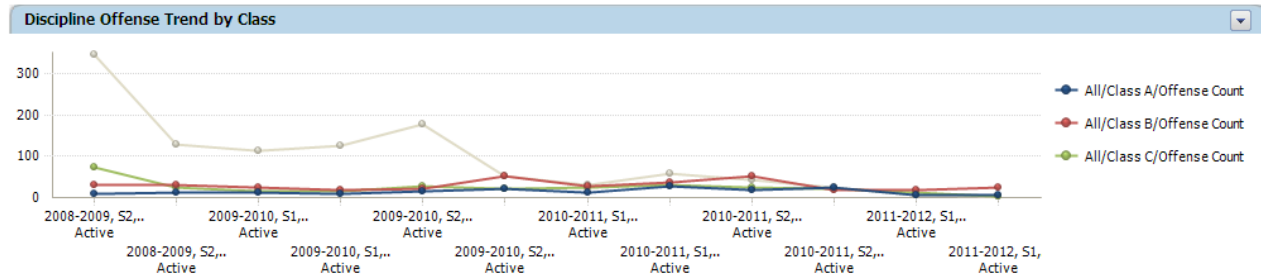
Ethnic distribution within the student population at Moanalua High School has remained relatively stable over the years with Filipinos (20%-21%), Japanese (17%-18%), and Caucasians (14%-15%) representing the three largest groups. Students of mixed racial heritages comprise the fourth largest group with 12%-13%, followed by the Chinese and Part-Hawaiians at 8%-9% and Koreans 6.2%). All other racial groups are represented in percentages from less than 1% to 3%.

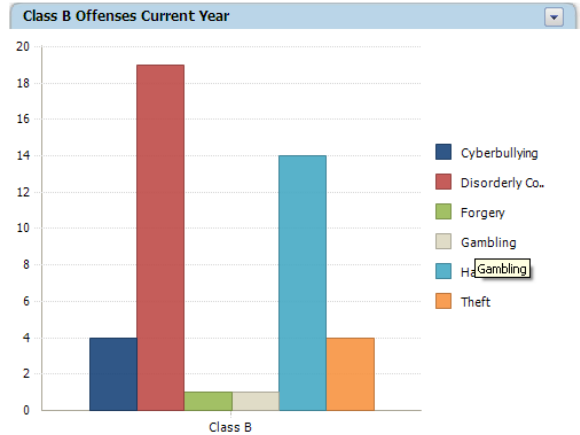
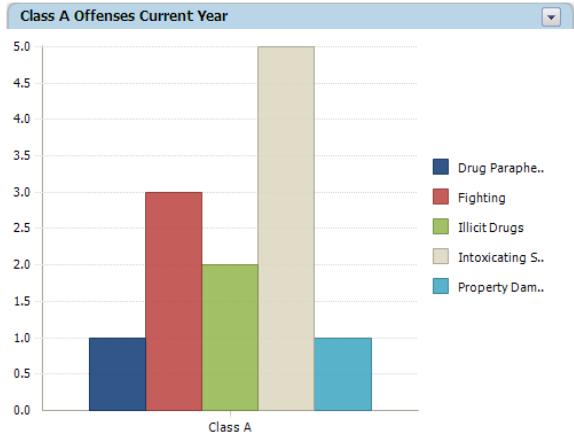
For the most part, however, the percentages for the six largest groups are relatively the same as that indicated in the community demographic table.

Student Ethnicity

Year	2008-09	2009-10	2010-11
American Indian	11	11	6
African American	117	127	107
Chinese	161	169	173
Filipino	394	416	435
Hawaiian	32	36	
Part-Hawaiian	182	175	
Japanese	353	353	348
Korean	122	114	110
Portuguese	10	8	5
Hispanic: Spanish/Cuban/Mexican	60	56	53
Samoan	37	36	43
White	222	210	211
Indo-Chinese	12	13	22
Other	279	300	2
<i>New categories:</i>			
Other Pacific Islander			1
Guamanian/Chamorr0			1
Micronesians			15
Multi			60
Native Hawaiian			223
Primary Not Selected			188

Student Conduct





Attendance

	2008-09	2009-10	2010-11	State Standard
Average Daily Attendance	96.1%	96.2%	96.3%	95.0%
Average Daily Absences in days	7.2	6.8	---	9

Daily attendance for the last three years has averaged around 96%, which is higher than the State average of 95%.

School Completion

	2008-2009	2009-2010	2010-2011
Total number of Seniors	429	431	460
• Percent of diploma graduates	96.7	96.3%	96.5
• Percent of Certificate of Course Completion	3	6	1
• Percent of Individually Prescribed Program	.9	1.4%	0%
Percent of school completers	97.6%	97.7%	96.5%
Total number of freshmen			
• Percent that graduated on time			
School Dropouts	.5%	1.4%	2.0%

School completion and graduation rates are relatively high at about 97%, which is higher than the State average.

Special Needs and Other Programs

Moanalua offers a curriculum that accommodates the needs of a diverse student population. In addition to attending to the needs of identified NCLB subgroups that require compliance with State and federal guidelines—i.e., Special Education, ESLL, and the economically disadvantaged—the school maintains comprehensive support programs for students with other types of needs.

Academic support for students is complemented by a Comprehensive Student Support Services system (CSSS) and an expansive co-curricular program that provides curriculum enrichment and opportunity for individual development.

- CSSS is a school-based delivery of supports and services that ensures student achievement. It includes a full array of services to address the basic needs—emotional, psychological, physical, social, academic—of all students by providing them with preventive services within the classroom.

These services include several levels: Level 1) basic support for all students in the form of an advisor/advisee Career and Academic Plan (CAP) program, career pathways in Career and Technical Education (CTE) classes, classroom modification, coordinated school health services, differentiation, and family support; Level 2) additional support through collaboration in the form of after school supplementary programs, behavior support plans, consultative and counseling services, health aide services, peer mediation, and service for homeless students; Level 3) individual school/community-based programs like Advanced Placement courses, GT classes, after school programs for targeted students, group and individual counseling, a Comprehensive School Alienation Program (CSAP), an ESLL English as a Second Language Learner (ESLL) program, Home/Hospital Instruction, and a pregnant and parenting teen program; Level 4) individualized and specialized services from the Department of Education and/or other agencies that include group and individual counseling, CSAP alternative learning centers, Section 504 referral services, early college admittance, and an Employment Training Center (ETC) option; and, Level 5) intensive and multiple agency services that include a DOE-connected intensive program, residential treatment programs, and a substance abuse treatment program.

Accommodations and prevention programs are systematically employed as pre-referral interventions should a student require more comprehensive service. Procedures to request for student assistance beyond the classroom are mapped out and understood by the entire staff.

- Each student at Moanalua has significant adults in the form of his/her classroom teachers and his/her Career and Academic Plan (CAP) advisor. The school's CAP program has been recognized by other schools and the State as an exemplary program that provides students with some basic personal, educational, and career guidance over the four years of high school. Since its inception, the concept has been incorporated into the State's CSSS program level as one form of basic support that should be provided to students.

At Moanalua, students spend four years with their CAP advisors with whom they meet for 33 minutes each week. Each grade level has its own CAP curriculum that focuses on the following areas: Ninth Grade, knowing oneself; Tenth Grade, life skills; Eleventh Grade, college/career exploration; and, Twelfth Grade, independent living.

Lessons are posted each week on the school's Blackboard site, an interactive, online communication tool that allows administrators, teachers, parents, and students to communicate

with each other. Teachers can download and print the lessons from their classrooms to the copier in the teachers' workroom.

In a student survey taken in May 2011, 1,393 students out of a total of 1,722 students, or eighty-one percent (81%) reported that "I have benefitted from the Moanalua High School CAP Program."

- To further personalize the transition to high school for freshmen, there is a ninth grade CORE program. This program services 120 students who take their core subject areas of English, Math, Social Studies, and Science in "smaller learning community" cohort groups from a team of teachers who meet regularly to plan and collaborate together. The CORE team teachers place an emphasis on close monitoring of the students' academic progress and behavior needs.
- At-risk students have access to a comprehensive program that includes on-campus and off-campus program alternatives that involve partnerships with the Moanalua/Aiea Community School for Adults, Honolulu Community College, the military, and the State.

Students who need to make up credits in certain subject areas can take advantage of the school's on-campus after school program that receives support from the adult community school situated on the Moanalua campus. The adult school has purchased Plato in 2006, a curriculum-based software program that makes it possible for students to access specific subjects in the core subject areas—language arts, science, math, and social studies.

Off-campus options include the following educational alternatives for those who cannot make the adjustment to a regular high school academic schedule:

- High Core, an Alternative Learning Center
- Employment Training Center (ETC), a program done in partnership with the community colleges
- Youth Challenge, an academic program done in partnership with the military
- Job Corps, a job training program done in partnership with the State
- For students interested in challenging themselves academically, the school offers a Gifted and Talented (GT) program in Language Arts, as well as Advanced Placement courses in Language and Composition for eleventh graders and Literature and Composition for twelfth graders. Advanced Placement classes in European History and U.S. History are offered in Social Studies, Advanced Placement Chemistry and Biology in Science, and Advanced Placement Calculus in Math. Students and parents over the years have requested that all the AP programs be offered each year instead of some being offered in alternate years.
- For students interested in languages, the school maintains a World Languages Learning Center, offering courses in Japanese, Spanish, Hawaiian, German, French, and Mandarin.
- Those that eventually seek high-skill careers are offered the opportunity to participate in the Career and Technical Education Pathways programs that offer certificates of mastery in Arts and Communication, Business, Human Services, and Industrial Engineering Technology.

- The school’s Music Department offers a wide and exciting range of music study and performance. Its band has been invited to play in the Rose Bowl parade and its symphony orchestra has the distinction of being the only public school in the State to be invited to play at Carnegie Hall twice.
- Finally, the school’s Media Communications and Technology Learning Center (MeneMAC) offers a comprehensive, four-year program that emphasizes the integration of content and technology skills, student inquiry and leadership, and project management/problem solving skills in authentic contexts. The technology programs at Moanalua include everything from audio and TV production to broadcast journalism and digital media technology.

Through various activities, the school provides students with another channel, beyond the classroom, through which they may satisfy their individual needs and interests and move toward self-realization. In addition to expansive student and class government leadership and participation opportunities, there are at least 30 clubs—special interest clubs like the Surf and Technology Clubs, service-oriented clubs like the Leo Club, multi-cultural clubs like the Chinese Club, African American Heritage, and the Hawaiian Dance Club, and honorary clubs like the National Honor Society—which welcome student participation. Students may be required to meet specific academic, community service, and character requirements for some of the clubs.

Another venue of student interest is the school’s athletic program, which fields 52 teams in 19 different sports and services more than 25% of the school’s student body. Students who letter in more than one sport bring the number of participants each year to at least 750. The coaches in the program, who number over 100, monitor their students’ academic progress during the course of the playing season and provide tutorial services after school. Each year, the athletic programs support after-school study halls and service as many as 2,000 students.

The school’s co-curricular and athletic programs are among the most extensive in the State, providing students with opportunities to expand their interests and hone special skills in art, music, athletics, leadership, etc.

Facilities

Classrooms Available in SY 2011-2012	87
Number of classrooms short (-) or over (+)	11

School Facilities Inspection Results (2010)

1 = Unacceptable 2 = Satisfactory 3 = Very good

	1	2	3
Grounds		2	
Building Exterior			3
Building Interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total = 14			

Total: 6-8 = Unacceptable 9-15 = Satisfactory 16-18 = Very good

Existing facilities include: Math/Science Building, P.E. Building, Fine Arts Building, Industrial Arts Building, Language Arts Building, Special Education and Social Studies Building, Portable Classrooms, Library, Student Center, Administration Building, Cafeteria with multi-purpose dining room, Football Stadium/Track, Tennis Courts, Baseball Field, and Gymnasium.

The school also underwent barrier free construction in the late 90s to make it safer for students with physical handicaps. Elevators were built to make certain areas more accessible, like the school's stadium, and fire rooms were added to every floor in every building to protect the wheel-chair bound students.

Within this last year, area businesses donated materials and manpower to widen sidewalks around the campus to facilitate easier movement for students between classes and during recesses. This particular project has improved the school's physical plant considerably and provided students with a safer environment.

Every effort is made to maintain the buildings and school grounds with limited resources; however, the school is over 30 years old and requires upgrades in its facilities, especially its wiring to accommodate its technology needs. Also, because it is a large school and spread out over 30 acres, an in-house communication system—telephones with public address system capabilities—needs to be implemented to ensure greater student and faculty safety.

Staff

The school has a large, experienced professional and classified staff:

- Principal
- 4 Vice-principals including an intern vice principal
- 1 Academic Officer
- 1 Athletic Director
- 4 counselors
- 2 College/Career Counselors*
- 1 CSAP Outreach Counselor*
- 1 Registrar
- 2 Librarians
- 2 Student Services Coordinator (SSC)
- Student Activities Coordinator
- 2 School-Based Behavior Health Therapists (SBBH)
- 115 teachers including Curriculum Coordinator*, CAP Coordinator*, Testing Coordinator, and Technology Coordinators, Yearbook Adviser*, MeneMac Teacher/Webmaster*
- 1 School Administrative Services Assistant (SASA)
- 1 Account Clerk
- 5 clerk-typists
- 8 full-time Custodians and 2 half-time Custodians
- 1 Cafeteria Manager

- 5 full-time Cafeteria Helpers and 3 half-time Cafeteria Helpers
- Cook
- Baker
- 1 Library Assistant
- 15 Educational Assistants (EAs)
- 4 Security Personnel

** personnel that will be retiring or entering school administration during the next year*

Moanalua High School has an excellent reputation for training administrators in instructional leadership, operational procedures and curriculum development. A positive challenge has been having Vice-Principals leaving the school and being promoted to principalships or other district leadership positions. The administration has had to place counselors and experienced teachers in those positions to serve as "acting vice principals" until permanent administrators could be hired. The school administration met an earlier challenge of replacing the school's Curriculum Coordinator and Registrar. The school's new registrar and co-curriculum coordinators have been exceptional teacher leaders and have provided for a smooth and seamless transition. However, Moanalua High School will now face an even larger challenge in replacing more key personnel and having a smooth transition during this upcoming period of change.

Chapter 2: Community Profile and Supporting Data **- Summary from Data Analysis**

Overall Summary from Analysis of School Profile Data

Implications of the Data With Respect to Student Performance

Moanalua High School faces critical challenges each with large implications for continued school success. Personnel changes due to retirements and teacher leaders entering the school administration program, the loss of professional development time, the major change to next generation assessments based on the Common Core State Standards, the need to close the achievement gap, and the need to address an increasing student population in the economically disadvantaged sub group provide a growing list of critical academic needs to be addressed.

Critical Academic Needs

(1) Successful and smooth transition to new staff members filling the following critical school leadership and curriculum positions:

- (a) College and Career Counselor
- (b) CSAP Outreach Counselor
- (c) Career and Academic Plan (CAP) Coordinator
- (d) Co-Curriculum Coordinator
- (e) MeneMac Grade 9 Coordinator/Broadcast Journalism Teacher
- (f) Yearbook Advisor
- (g) Advanced Placement Language Arts Teacher

(2) Providing for increased time for professional development, Data Teams, and school improvement

(3) Reducing the achievement gap between the performance of general education students and students with special needs; meeting the needs of an increasing number of economically disadvantaged students

(4) Preparing students to meet proficiency requirements on new next generation assessments (performance assessments completed online) and K-12 alignment with feeder elementary and middle schools

(5) Finding new and creative resources to address the loss of JVEF grant funding

Key Questions

Important key questions that will have a large impact on the future academic, financial, and strategic plans include:

1. How will the Hawaii DOE Race to the Top activities in the Zones of Innovation affect Moanalua High School's curriculum, instruction, assessment, and what impact will it have on school leadership and teacher evaluation?
2. How will the Hawaii DOE's application for the ESEA Flexibility to NCLB Accountability affect Moanalua High School's program?
3. When will the Hawaii DOE provide clear and specific directions for the implementation of the new BOE Diploma for the Class of 2016 (grade 9 students in Fall 2012)? How will graduation requirements be defined and then communicated to parents and students?
4. How will the Moanalua Complex feeder schools prepare future high school students for the new national assessments coming from the Smarter Balanced Assessment Consortium?
5. How will changes proposed for a longer school day and a longer school year impact the school's program offerings and school finances?

Chapter 3: Progress Report

THE 2006 VISITING COMMITTEE'S RECOMMENDATIONS:

The Visiting Committee at the last full accreditation in 2006 made six school-wide recommendations for follow-up. In this Progress Report, the school has attempted to provide a thorough and comprehensive look at its efforts to address the six major, school-wide areas for follow-up, and at the same time, address a key issue of implementing plans with fidelity.

Schoolwide critical areas for school improvement

- Continue implementation of the Hawaii Content and Performance Standards and development of content area assessments which provide feedback on student progress in meeting these standards
- Regularly use student performance data for decision making for resource allocations to facilitate all teachers implementing curriculum and instructional strategies to improve student academic success on the content and performance standards
- Develop a school wide plan to support teachers consistent implementation of instructional strategies learned from professional development activities
- Ensure that all students benefit from participation in the school's CAP Program
- Expansion of smaller learning community options for students (i.e., 9th Grade CORE program, MeneMAC Academy)
- Implement curriculum, instruction and assessment practices to improve support for underperforming subgroups

A. School-wide Recommendation #1: Creating content area assessments

- **1. What has Moanalua High School done since the last accreditation visit to continue implementation of the Hawaii Content and Performance Standards and development of content area assessments which provide feedback on student progress in meeting these standards?**

Beginning in school year 2007-2008, Moanalua High School introduced the Rigor and Relevance Framework of classroom instruction and began to set expectations for all classrooms to incorporate "Quadrant D" teaching and learning to promote higher level thinking and real world application in student performances and products. On September 11, 2007, all department chairpersons and members of the school's Leadership Cadre were trained in the development and use of common course assessments and all content areas were to begin developing a department action plan for implementation. Teachers received training from Dr. Tim Westerberg who explained the importance of Marzano's "guaranteed and viable curriculum" for schools. The focus on common assessments (common formative and common summative assessments) has continued for five years and has provided Moanalua High School with a foundation for transitioning to new national standards and assessments.

Beginning in July 2011, Moanalua High School began the transition from using the Hawaii Content and Performance Standards (HCPS III) to the implementation of the Common Core State Standards. All teachers were provided an introductory training in July 2011 by State Specialists Petra Schatz (Language Arts) and Dewey Gottlieb (Mathematics).

Bringing It All Together - Implementation of DATA TEAMS at Moanalua High School

Current research and studies indicate that the effective implementation of Data Teams can make the necessary connection between school curriculum, instruction, and assessment to result in significant student achievement. At Moanalua High School, the school has organized 29 data teams. Each data team becomes the key PLC group to implement the Common Core State Standards, implement Quadrant D teaching and learning, and implement common course assessments. Moanalua High School has adapted the Doug Reeves' 5 Step Data Team Process to create a coherent and meaningful approach to curriculum, instruction, and assessment improvement.

The implementation of data teams is the "theory of action" used by exemplary schools and exemplary districts across the nation. The Data Team Implementation Rubric is one tool that can support school implementation in beginning years. According to leading experts (Doug Reeves), only when there is "extensive implementation" will there be significant results in student achievement. "Extensive implementation" is defined by having ninety percent (90%) or more of teachers actively engaged in the deep implementation process (low or moderate implementation does not lead to any change in student achievement). A key antecedent of high student achievement is "monitoring" of implementation. Research shows that frequent monitoring dramatically affects student achievement and can lead to two or three times the gains realized when there is limited or no monitoring.

Key Principles for MoHS Data Teams:

- Data teams will need to prioritize what is most important.
- Data teams will need to use common formative (or summative) assessment. Specialty Data Teams will need to use a common measure.
- Data teams will need to collect data that includes reviewing how individual students are performing.
- The review and analysis of data needs to be tied to what teachers will do (instructional strategies, interventions, practices, procedures, etc) to improve student performance and student learning.
- The Data Team process is
 - a professional development (PLC) process that ties together formative assessments or common course assessments w/ a critical friends process (individual student performance and student work) to increase student learning and improve teachers instructional practice through a laser like focus on prioritized student learning.

Assessments of Moanalua HS Data Teams:

- May 9, 2011 - Data Team Leaders Survey - 36% of data teams are proficient
- July 28, 2011 - Data Teams Self Assessment Process with trainer Jay Trujillo - on closer review only 14% of data teams are proficient

Moanalua High School's Five (5) Step Data Team Process (enhanced version of Leadership and Learning Center's 5 Step process)

- Step 0 – Development of Common Formative Assessment and/or Common Summative Assessments of high quality (w/ performance tasks)
- Step 1 – Collect and Chart Data (use MoHS Data Portal for student longitudinal data)
- Step 2 – Identify Learning Strengths/Weaknesses
- Step 3 – Create SMART Goal
- Step 4 – Identify instructional strategies
- Step 4.5 – Focus on instructional strategies that promote higher level thinking skills (Quadrant D Learning)
- Step 5 – Identify results indicators of success

Data Team Leader Survey on January 15, 2011

Training Needs

- D.S.I. training - 16
- Blackboard training – 11
- How to write common formative/summative assessments – 10
- Equipment and technology tools – 10
- Five Step Data Team Process – 7
- How to facilitate meetings – 4
- (HIGHEST RESPONSE FOR TRAINING PREFERENCE – Saturdays with stipend -13)

Greatest Needs of Data Teams

- Time – 9
- Electronic templates – 7
- Trainings – 4
- Equipment – 3
- Timeline – 2
- Clarity and clear directions – 1
- How to deal with resistance – 1

Data Team Leader Survey on May 9, 2011

- Has an administrator attended one of more of your team meetings? Yes – 95% No – 5%
- Are you posting your minutes of Lotus Notes? Yes – 68% No – 9%
- Based on our Data Team Rubrics where is your team after three months of implementation?
 - Proficient 36% Basic 41% Beginning 23%

Frequent Monitoring of Data Teams by Moanalua High School Administration in 2011.

On average, Moanalua administrators observe/visit 43% (nearly half) of all Data Teams during scheduled Data Team meeting times. Administrators also review team minutes and meet with Data Team leaders as part of overall monitoring for fidelity of implementation.

Date of Data Team Meeting	Number of Data Teams Visited / Observed by Moanalua HS Administrators
August 8, 2011	12
August 22, 2011	15
September 7, 2011	10
September 19, 2011	7
October 31, 2011	19
November 14, 2011	10
November 24, 2011	14

B. School-wide Recommendation #2: Effective use of data

- **1. What has Moanalua High School done since the last accreditation visit to regularly use student performance data for decision making for resource allocations to facilitate all teachers implementing curriculum and instructional strategies to improve student academic success on the content and performance standards?**

(Under construction) MoHS is using performance data such as the results of the ACT District Testing Program to prepare for student success on the Common Core State Standards.

ACT METRICS FOR COLLEGE AND CAREER READINESS

The implementation of ACT testing provides valuable information on College and Career Readiness of all students as indicated by respected ACT metrics. This includes: CCR coursework, CCR academic proficiency, and students who indicate that they do not plan to finish high school or do not plan any further education after high school. Also, other important data on student perceptions is provided on school survey questions and career interests.

Overview of ACT's College and Career Readiness System (from ACT's Stacie Ellmore)

ACT's College and Career Readiness System was developed in response to the need for all students to be prepared for high school and the transitions they make after graduation. CCRS is an integrated series of programs that connects teaching, learning, assessment, and school improvement for students in grades K through 12 and is designed to guide and support schools in their efforts to improve student readiness for life in – and after – high school. At the heart of ACT's college and career readiness solution is a longitudinal assessment series – EXPLORE, PLAN, and The ACT. All three programs are curriculum-based and assess educational development in the areas of English, mathematics, reading, and science. The ACT includes an optional writing test.

The three programs are scored along a common scale extending from 1 to 36; the maximum score on EXPLORE is 25, the maximum PLAN score is 32, and the maximum ACT score is 36.

The ACT College and Career Readiness System provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The CCRS focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school. The CCRS focuses on a number of key transition points that students face:

- 8th/9th grade—Preparing for high school studies
- 10th grade—Planning and preparing for college and the workplace
- 11th/12th grade—Being ready for life after high school

At each of these transition points, the CCRS can meet the needs of individual students, schools, Complex Areas/districts, and the State. EXPLORE, PLAN, and The ACT include four key components that form the foundation for the System:

- **Assessment**—Academic progress monitoring from middle school through high school provides results at each grade level and longitudinal data to ensure that each student is prepared to reach his/her post-high school potential.
- **Guidance for Instruction**—Instructional materials and support services help classroom teachers prepare their students for successive grade transition and college and career readiness. This component reinforces the direct link between the content and skills measured in the assessment programs and those that are taught in high school classrooms.
- **Evaluation**—Comprehensive academic reporting and need(s) information provide teachers and administrators with an in-depth analysis of academic growth between administrations for individuals, groups, grade levels, schools, and districts.
- **Student Planning**—CCRS program results help students identify career and educational goals early and support guidance for the pursuit of those goals. The key components of ACT’s College and Career Readiness System work together to respond to the needs of students, teachers, counselors, school administrators, and state educational agencies. EXPLORE, PLAN, and The ACT are best used in a systematic approach in the following ways:

Students: Explore and identify career and educational options; Establish goals; Determine courses needed to fulfill career and educational plans; Evaluate educational/career progress

Teachers and Counselors: Effectively guide students; Advise the best course of study based on student plans; Deliver effective instruction; Evaluate student progress; Evaluate instruction

School and Complex Area/District Administrators and State Educational Agencies: Document success in meeting academic standards; Evaluate the effectiveness of specific educational programs; Monitor progress toward desired educational outcomes; Provide career and educational planning, instructional support, assessment, and longitudinal evaluation; Verify student progress from grades 8 through 12; Assist in determining the need for curriculum adjustments

When used in concert with one another, these programs provide a longitudinal, diagnostic approach to educational and career planning, assessment, instructional support, and evaluation. The components are coordinated in a unified, comprehensive system for measuring and monitoring student achievement over time. Because they are reported on the same score scale, assessment results inform students, parents,

teachers, and counselors about individual student strengths and areas needing improvement through a diagnostic approach while there is still time to address the student’s educational needs.

ACT’s College Readiness Standards™

Using thousands of student records and responses, content and measurement experts at ACT have developed detailed statements that describe what students should know and be able to do on the trajectory toward college and career readiness. These data-driven, empirically derived score descriptors, known as ACT’s College Readiness Standards, describe student achievement within various score ranges on the English, mathematics, reading, and science tests on EXPLORE, PLAN, The ACT, and the ACT Writing test. <http://www.act.org/standard/>

How ACT College Readiness Standards Work with ACT College Readiness Benchmarks

The ACT College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in typical first-year, credit-bearing college courses—English Composition, Algebra, social sciences, or Biology. EXPLORE and PLAN Benchmarks provide grade-appropriate minimum score targets for 8th-, 9th-, and 10th-grade students to gauge their progress in becoming college ready by the time they graduate from high school.

ACT’s College Readiness Benchmarks

ACT COLLEGE READINESS BENCHMARKS					
TEST	College Course	ACT Test Score	PLAN Test Score	EXPLORE Test Grade 9	EXPLORE Test Grade 8
English	English Composition	18	15	14	13
Math	College Algebra	22	19	18	17
Reading	College Social Studies	21	17	16	15
Science	College Biology	24	21	20	20

Students who meet a College Readiness Benchmark on the ACT have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance or better of earning a C or better in the corresponding entry-level college course or courses. Students who meet a College Readiness Benchmark on EXPLORE or PLAN have a high chance of meeting the College Readiness Benchmarks for the ACT and of being ready for the corresponding college course(s) by the time they graduate from high school. ACT research demonstrates that, compared to students who do not meet the Benchmarks, students who meet the Benchmarks are more likely to:

- Persist to the second year at the same postsecondary institution,
- Achieve a grade of B or higher in first-year college courses,
- Achieve a first-year college grade point average (GPA) of 2.5 or higher,
- Progress toward a college degree, and
- Complete a college degree.

The ACT College Readiness Benchmarks also provide important cross-disciplinary information about students' readiness for postsecondary education and workforce training. Reading, for example, is a critical skill that influences college readiness in all subject areas. Students who meet the ACT College Readiness Benchmark for reading are substantially more likely to meet the College Readiness Benchmarks for English, mathematics, and science. Conversely, students who do not meet the Reading Benchmark are substantially less likely to meet the other three Benchmarks.

ACT College Readiness Benchmarks are reported for individual students, and aggregated for schools, districts, and states.

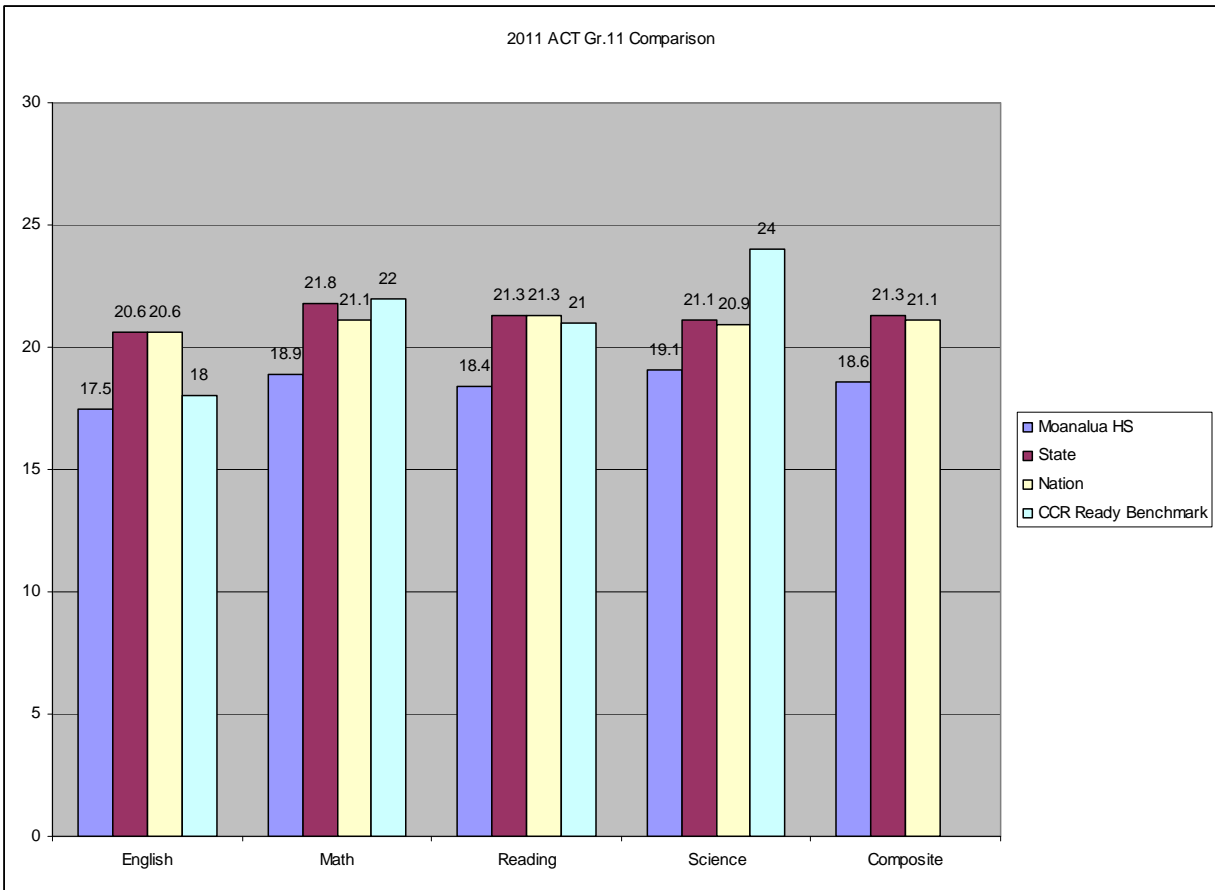
ACT's College and Career Readiness System is designed to help students plan for future education and explore careers, based on their own skills, interests, and aspirations. CCRS results give secondary schools a way to engage students in directly planning their futures. When students know what colleges expect, in terms they can understand, students can take ownership and control of their information, and can use the data to help make a smooth transition to postsecondary education or training. All three nationally-normed assessments—EXPLORE, PLAN, and The ACT—provide information about how well a student performs compared to other students. They also provide standards-based, criterion-referenced interpretations through ACT's College Readiness Standards. Because they focus on the integrated, higher-order thinking skills that students develop in grades K–12 and that are important for success both during and after high school, ACT's College Readiness Standards provide a common language for secondary and postsecondary educators. Using the College Readiness Standards, secondary educators can pinpoint the skills students currently have and those they are ready to learn next. The Standards clarify college expectations in terms that high school teachers understand. They also offer teachers guidance for improving instruction to help correct student deficiencies in specific areas.

2011 MOANALUA HIGH SCHOOL ACT DATA

Percentage of Moanalua High School Students Meeting ACT College and Career Benchmarks

Percentage of Moanalua High School Students That Meet ACT College and Career Benchmarks					
Year	English	Math	Reading	Science	Meeting All 4 Benchmarks
2010 (484 juniors)	48%	27%	32%	16%	9%
2011 (473 juniors)	51%	32%	35%	20%	15%

Percentage of Students That Meet ACT College and Career Benchmarks in 2011			
	Moanalua HS (all students take ACT in Grade 11)	Hawaii (not all HI students take ACT)	Nation (not all students Take ACT)
English	51%	68%	66%
Math	32%	50%	45%
Science	20%	30%	30%



ACT EXPLORE & ACT PLAN STUDENT SURVEY QUESTIONS – APRIL 2010

1. *Do your teachers emphasize that you use higher level thinking skills - in other words, do your teachers require you to do more than just memorize facts and information and do your teachers require you to collect data and information, analyze data and information, create solutions to problems, and judge and evaluate solutions and other results?*
gr. 9 (505) / gr. 10 (491)
 - a. Yes 83% / 75%
 - b. No
2. *Do you feel that your classes and learning experiences at Moanalua High School are “rigorous” – in other words, do you feel that your classes provide the appropriate level of difficulty requiring you to think?*
 - a. Yes 79% / 74%
 - b. No
3. *Do you feel that your classes and learning experiences at Moanalua High School are “relevant” – in other words, do you feel that what you learn in your classes is interesting and meaningful, and that what you learn is related to what happens in the real world?*

- a. Yes 70% / 66%
 - b. No
4. Do you feel that your classes and learning experiences at Moanalua High School provide for “personalization” – in other words, do you feel that your classes provide for a positive classroom learning environment where you are cared for and your learning needs are considered important?
- a. Yes 74% / 71%
 - b. No
5. Do your teachers require you to use computer technology to actively engage you in learning?
- a. Yes 69% / 58%
 - b. No
6. Did you usually have access to computer technology in school when you needed it for learning?
- a. Yes 76% / 73%
 - b. No
7. Do your teachers use a variety of ways to evaluate your learning progress – in other words, do your teachers use many different ways to determine your grade for the course (projects, portfolios, performances, reports, papers, quizzes/tests/exams)?
- a. Yes 84% / 76%
 - b. No
8. Do your teachers modify or change how they teach based on the results of student grades to improve the learning process?
- a. Yes 58% / 57%
 - b. No
9. Do you feel that you have an “adult advocate” in school? In other words, do you feel that you can get help, assistance, or support in school from one of the following: teacher, school counselor, CAP teacher, class advisor, club advisor, coach, vice principal, principal, other staff member?
- a. Yes 73% / 72%
 - b. No
10. What “learning style” best describes you? (Recall your 4MAT Booklet for Gr 9 CAP)
- a. Type 1 28% / 15%
 - b. Type 2 20% / 22%
 - c. Type 3 19% / 26%
 - d. Type 4 22% / 16%

PERSONALIZATION & WE TEACH - WE LEARN SURVEY DATA

Results of student surveys indicate the need to improve personalization to higher levels - only 73% of students (grade 11) agreed that "Teachers care about me" in a May 2010 survey. The "We Teach, We Learn Survey" identifies perception gaps between teachers (Questions designated as "TQ") and students (Learner Questions designated as "LQ") in the categories of "Rigor", "Relevance", "Relationships", and "Leadership". The areas of the greatest difference in perceptions include: teacher adjusting instruction vs predictable teaching (50% difference), teacher use of open ended problems for solving vs predictable teaching (47% difference), teacher awareness of student interests (44% difference), leadership informs students of school goals (45% difference).

Rigor

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
TQ1. In my class students discuss and solve open-ended questions and problems.	93	14	
LQ1. In class we discuss and solve problems that have more than one answer.	79		
TQ53. Students are expected to exceed a basic understanding o what is being taught.	82	38	
LQ52. My teachers are teaching me things I already know.	44		
TQ13. I encourage students to create original solutions to complex problems.	81	38	
LQ55 My assignments have predictable solutions.	43		
TQ33. If students are given more challenging work, they do it.	40	9	
LQ15. If I were given more challenging work in class, I would do it.	49		
TQ37. I am expected to make students passing the state test my number one priority.	18	24	
LQ21. Passing the state test is the most important thing I do in school.	42		

TQ41. This school has high expectations for all students.	81	9	
LQ18. This school has high expectations for all students.	72		
TQ45. I expect students to become independent learners.	97	22	
LQ45. I am encouraged to think for myself.	75		
TQ49. I use assessments to plan and adjust my instruction.	94	50	
LQ52. My teachers are teaching me things I already know.	44		
TQ25. Struggling and disengaged learners receive the support necessary to be successful.	53	12	
LQ24. When I struggle in class, I receive help.	65		

Relevance

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
TQ10. Staff are expected to do interdisciplinary planning and projects.	59	8	
LQ26. Some of my classes combine different subjects.	67		
TQ14. Students can apply what I am teaching to their everyday lives.	91	25	
LQ2. I can apply what I learn to my everyday life.	66		
TQ5. Staff are expected to provide opportunities for students to discuss and solve open-ended questions and problems.	90	47	

LQ55. My assignments have predictable solutions.	43		
TQ22. I use information and communication technology (e.g., computers, internet, pda's) to promote learning.	87	16	
LQ6. Teachers use computers in the classroom.	71		
LQ54. Teachers use the Internet in the classroom.	62		
TQ26. I encourage students to explore career pathways.	94	31	
LQ40. My teachers make me aware of different career choices.	63		
TQ9. I encourage students to explore things they find interesting.	91	48	
LQ32. My teachers make learning fun.	43		

Relationships

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
TQ3. Bullying is a problem at this school.	12	12	
LQ27. Bullying is a problem at this school.	24		
TQ11. Staff respect students.	93	26	
LQ5. My teachers care about me.	67		
TQ31. I am aware of my students' interests outside of school.	78	44	
LQ47. My teachers know my interests outside of school.	34		

TQ35. My colleagues are a source of encouragement for me.	79	27	
LQ19. My classmates encourage me to do my best.	52		
TQ47. I know my students' academic interests and goals.	79	36	
LQ17. My teachers know my academic interests and goals.	43		
TQ51. Students talk about academic problems and concerns with me.	82	22	
LQ22. I can share my academic problems and concerns with my teachers.	60		
TQ59. I know what my students are passionate about.	69	35	
LQ47. My teachers know what I love to do outside of school.	34		

Leadership

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
TQ4. The school administration clearly communicates the goals of the school to staff.	88	45	
LQ49. I know the goals my school is working on this year.	43		
TQ12. Creative thinking is embraced as essential by administration in this school.	82	31	
LQ44. My teachers are always trying new things.	51		
TQ40. School administration takes action on staff concerns and suggestions.	60	9	
LQ57. My teachers take action on student concerns and suggestions.	51		
TQ20. New teachers receive the most difficult work assignments.	19	30	
LQ10. Students make new teachers feel welcome.	49		
TQ52. Teachers have adequate opportunity to contribute to school wide decisions.	63	14	
LQ14. Students are involved in schoolwide decisions.	49		

C. School-wide Recommendation #3: Implementation of professional development program

- **1. What has Moanalua High School done since the last accreditation visit to develop a school wide plan to support teachers' consistent implementation of instructional strategies learned from professional development activities?**

Moanalua High School has done the following to support the consistent implementation of strategies learned from professional development activities:

- continued to provide timely and meaningful professional development training for teachers in the use of best practices and research based strategies
- continued to collect and triangulate data including: (1) student achievement data, (2) teacher survey data, and (3) classroom observation data
- continued to have teachers reflect, internalize, and share through the school's annual professional development conference
- connected the learning and use of strategies to common formative and common summative assessments through the Data Team Process
- improved the implementation of data teams through more frequent monitoring and feedback by the school administration
- worked closely and collaboratively with all Moanalua Complex feeder schools to agree on key indicators for student learning and to plan for instructional practices that can be implemented K-12

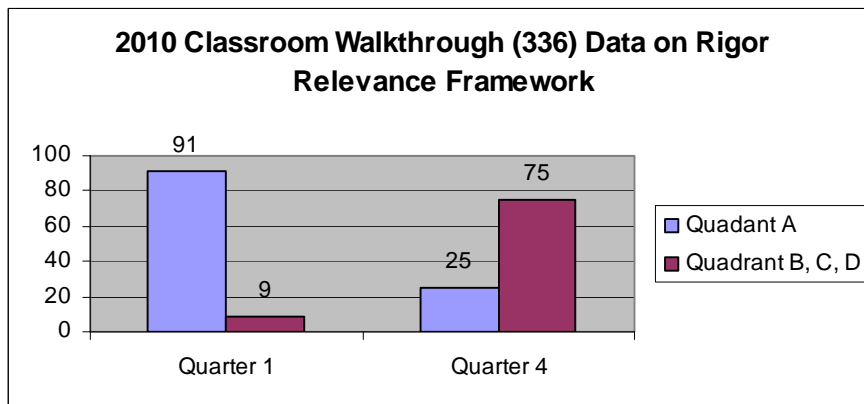
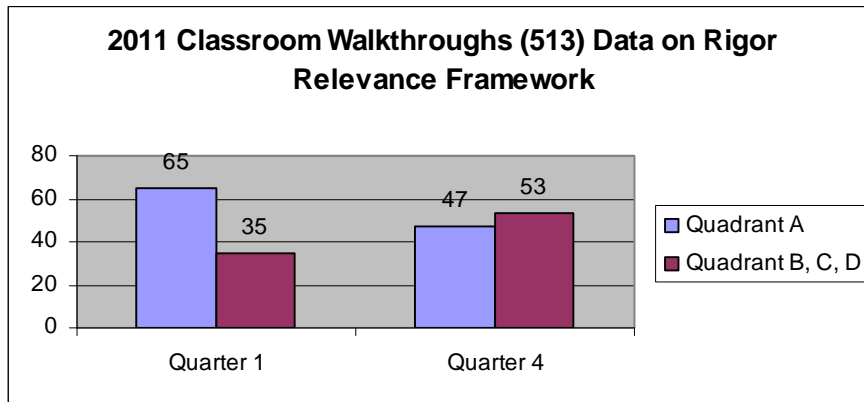
PROFESSIONAL DEVELOPMENT:

Professional Learning Communities: In 2002, only 60% of teachers agreed that "school's professional development was excellent." By 2010, this increased to 84%. In 2002, only 50% of teachers stated that they clearly understand formative assessment. By 2010, this increased to 91%. In 2004, only 17% of teachers had a clear understanding of standards-based grading. By 2010, this increased to 92%. This improvement in teacher development is attributed to Moanalua's Professional Development Program and focus on PLCs. Moanalua's commitment to PLCs will be sustained through the continued implementation of Data Teams. John Hattie in Visible Learning states that the implementation of a quality professional development program has a .62 effect size (.42 is significant) on increasing student achievement. To provide for holistic accountability - single best practice of a "science fair" for teachers where teachers share professional best practices will be implemented. MoHS will hold its 12th Annual Professional Development Conference in 2013 for teachers to share best practices.

Improving Classroom Instruction: Focus is on identifying strategies to increase achievement as related to the data teams process and the data team plan to increase student proficiency on CFA and CSA through SMART Goals. The instructional model of the Rigor and Relevance Framework will serve as the foundation for higher level thinking and real world application instruction for Quadrant D learning.

Differentiated Professional Development - research indicates that professional development must not be "one size fits all" and must be differentiated based on teacher needs. PD Surveys will continue to be used for this purpose.

Data on Professional Development Needs: Data is collected on student achievement, classroom observations, and teacher surveys – the triangulation of data is used by the MoHS Professional Development Team to determine needs and priorities.



Analysis of Power Walkthrough Data 2009/10 to 2010/11

This analysis of classroom instructional practices at Moanalua High School is based on:
 336 Classroom Power Walk Throughs in 2010
 513 Classroom Power Walk Throughs in 2011

In the area of observing classrooms for Rigor/Relevance, in Q1, 91% of the lessons were at the level of Quadrant A and 9% Quadrant B,C, D. In Q4, only 25% of the lessons were Quadrant A and 75% were in Quadrant B,C, and D. Additionally, the following summary applies: there is an increase of active engagement in classrooms; there is greater instructional variety; there is an increase in small group instruction; there is an increase in the use of technology; there is an increase in higher level thinking skills; and there is an increase in Quadrant D learning.

ACTIVE ENGAGEMENT:

- SY 09/10 saw a dramatic increase in Active Engagement throughout the year.
- SY 10/11 saw a sustained Active Engagement at the 50th percentile.

INSTRUCTIONAL VARIETY: Practice still dominates classroom instruction during Q1, but once the year progresses teachers employed a greater variety of instructional practices during 10/11.

WHOLE CLASS vs GROUP COLLABORATION:

- SY 09/10 whole class decreasing from 75% to 51% by Q4;
- SY 10/11 whole class decreasing from 64% to 50% by Q4; small group instruction increasing to 35%

TECHNOLOGY INTEGRATION BY TEACHER:

- SY 09/10 - Teacher technology use began in Q1 at 50% and increased to 63% by Q4.
- SY 10/11 – Teacher tech use began in Q1 at 45% and increased to 56% by Q4;
- SY 09/10 use of Interactive whiteboards peaked at 7%;
- SY 10/11 use of Interactive whiteboards increased to 18%

TECHNOLOGY USE BY STUDENT:

- SY 09/10 Student use of Technology began in Q1 at 12% and increased to 33% by Q4.
- SY 10/11 – Student use of Technology began in Q1 at 13% increased to 32% by Q4.

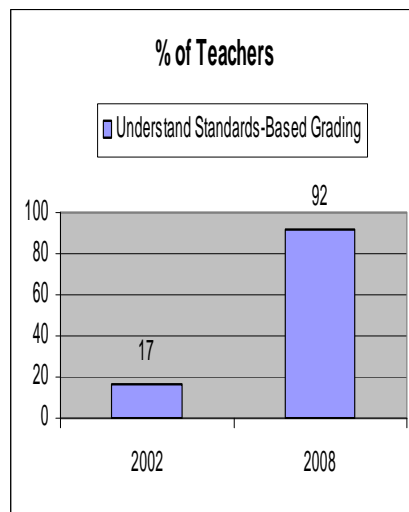
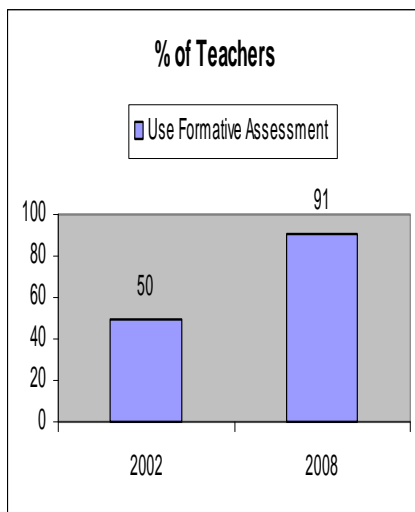
THINKING SKILLS LEVEL:

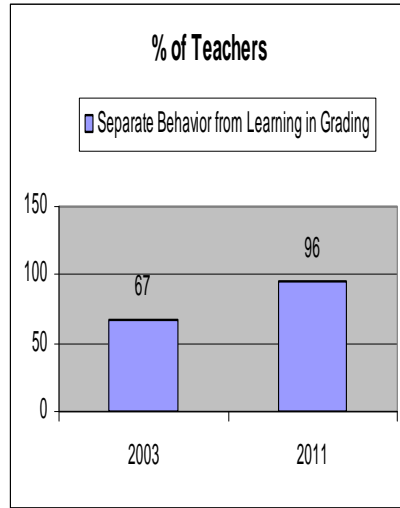
- Percentage of lower level thinking (37%) remained the same in 09/10 and 10/11.
- There was an increase in the use of the higher level thinking skills “evaluation” and “create” to 27%.

QUADRANT D LEARNING:

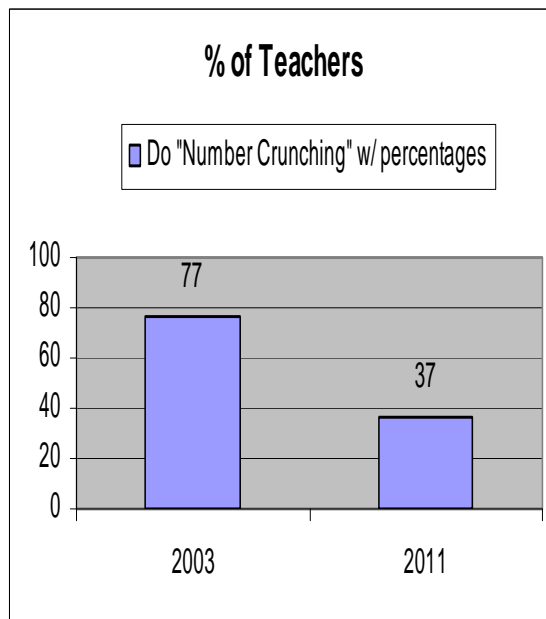
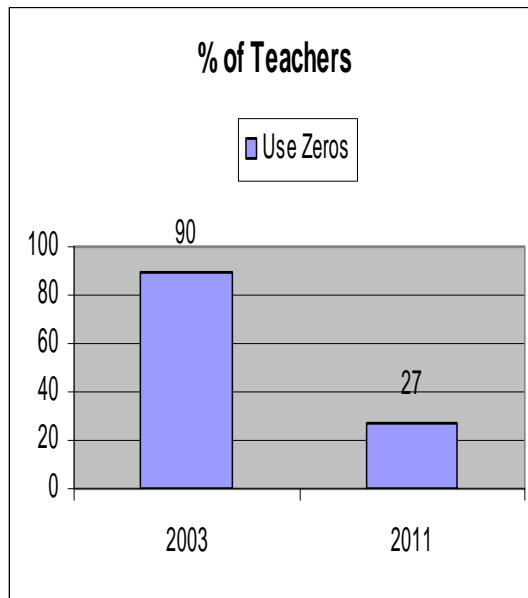
- SY 10/11 26% less instruction began in Quad A.
- SY 10/11 19% began with higher level thinking in one discipline Quad C.
- Quad D instruction continued to increase throughout the 2 years.

Increase in desired grading / assessment practices:

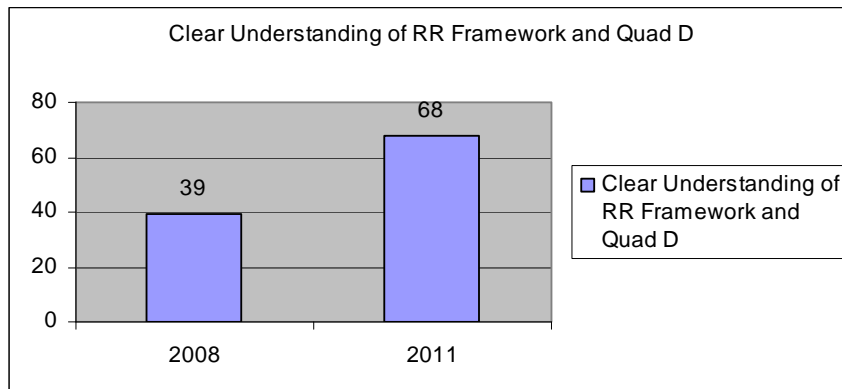




Decrease in undesirable grading / assessment practices:



Increased teacher understanding of classroom instruction strategies (Rigor and Relevance Framework) :



2011 MoHS PROFESSIONAL DEVELOPMENT SURVEY – May 6, 2011 RESULTS

Teacher Name _____

Department _____

Please complete the survey below by selecting the best possible answer to each question. The results of this survey will be used for the accreditation report and planning purposes. Please return to the box of D. Galera before Friday (teacher check out) afternoon.

	Strongly Disagree	Disagree	3	Agree	Strongly Agree
	1	2	3	4	5
1. When I grade or evaluate students ...					
a. a student's grade represents what he/she knows & is able to do 33%(36%)	1 – 1%(2%)	2 – 4%(2%)	3 – 4%(3%)	4 – 58%(56%)	5 –
b. behavior is separated from learning 43%(31%)	1 – 0%(2%)	2 – 4%(9%)	3 – 17%(16%)	4 – 36%(38%)	5 –
c. grades are based on traditional percentages (90%=A, 80%=B) 5%(2%)	1 – 12%(19%)	2 – 21%(22%)	3 – 30%(30%)	4 – 32%(26%)	5 –
d. formative assessment results lead to changes in teaching 29%(26%)	1 – 1%(1%)	2 – 0%(0%)	3 – 13%(13%)	4 – 58%(56%)	5 –
e. homework counts as part of the final grade 20%(13%)	1 – 1%(13%)	2 – 27%(24%)	3 – 29%(24%)	4 – 39%(24%)	5 –
f. only summative assessments are used 3%(5%)	1 – 14%(16%)	2 – 38%(39%)	3 – 19%(16%)	4 – 26%(21%)	5 –
g. late work is accepted within a reasonable time period 39%(38%)	1 – 1%(0%)	2 – 6%(3%)	3 – 4%(5%)	4 – 49%(50%)	5 –
h. multiple pieces of evidence are used to determine a final grade 55%(53%)	1 – 0%(1%)	2 – 1%(0%)	3 – 4%(2%)	4 – 40%(41%)	5 –
i. a zero is assigned for incomplete assignments or tests 7%(9%)	1 – 16%(23%)	2 – 28%(27%)	3 – 30%(26%)	4 – 20%(14%)	5 –
j. a student is given an opportunity to demonstrate achievement 22%(18%)	1 – 4%(7%)	2 – 5%(8%)	3 – 23%(24%)	4 – 48%(42%)	5 –
k. if he/she is involved in cheating or plagiarism students are involved in the process by co-constructing criteria 4%(7%)	1 – 3%(1%)	2 – 23%(15%)	3 – 37%(32%)	4 – 33%(42%)	5 –
l. recency of student learning is considered 19%(24%)	1 – 0%(1%)	2 – 0%(0%)	3 – 9%(9%)	4 – 72%(64%)	5 –
m. I provide descriptive feedback to increase student learning 28%(30%)	1 – 0%(1%)	2 – 0%(0%)	3 – 14%(15%)	4 – 58%(52%)	5 –

1. Considering where you are at this time, please identify the following:

- a. Your **greatest need** in terms of specific training for professional development? Promethean Tech-10 Technology –5 SBG-4
- b. Which of the following would you have the greatest interest and motivation to attend: (Please circle numbers)
- (1) Training in standards-based unit planning (6) 7% (was 21%)
 - (2) Training in standards-based grading (23) 28% (was 45%)
 - (3) Training in the use of the data teams process (7) 8%
 - (4) Training in how to promote higher level thinking skills (39) 47% (was 33%)
 - (5) Training in how to promote teaming and collaboration skills by students in the classroom (17) 20% (was 27%)
 - (6) Training in how to use new technologies as learning tools for students (47) 57% (was 41%)
 - (7) Training in how to differentiate instruction in the classroom (15) 18% (was 27%)
 - (8) Training on learning styles of students and how to meet them (11) 13% (was 23%)
 - (9) Training in the effective use of formative assessment (12) 14% (was 24%)
 - (10) Training in the Rigor and Relevance Framework and developing Quadrant D lessons (22) 26% (was 37%)

Continued On Back

Please respond to the statements below by circling the best response following the statement. I have a clear understanding of ...
(Previous results in parentheses)

- | | | | |
|---|----------------|-------------|--------------------|
| 1. ... the HCPS III standards that correspond to the content areas that I teach. | Yes –91%(86%) | No – (3%) | Not Sure-9%(9%) |
| 2. ...the difference between standards-based education and traditional teaching . | Yes –96% (89%) | No – (0%) | Not Sure-3%(11%) |
| 3. ...how to provide descriptive feedback to students. | Yes –88% (87%) | No – (1%) | Not Sure –12%(10%) |
| 4. ...how to design and use culminating assessments. | Yes – 75%(72%) | No – (2%) | Not Sure –25%(24%) |
| 5. ...how to promote collaboration / teamwork among learners in the classroom. | Yes – 77%(69%) | No – 1%(6%) | Not Sure –21%(24%) |
| 6. ...student learning styles. | Yes – 73%(77%) | No – (1%) | Not Sure –24%(22%) |

7. ... how to promote higher level thinking skills among classroom learners. 37%(38%)	Yes –57%(59%)	No – (1%)	Not Sure –
8. ... the difference between formative and summative assessment. 4%(5%)	Yes – 96%(91%)	No – (4%)	Not Sure –
9. ... how to develop quality standards-based unit plans. 29%(34%)	Yes – 70%(59%)	No – (7%)	Not Sure –
10. ... the Rigor and Relevance Framework and Quadrant D Lessons. 24%(42%)	Yes - 68%(39%)	No –8% (19%)	Not Sure –
11. ... how to use the 5 Step Data Team Process to review instruct. strategies. 38%	Yes – 53%	No – 9%	Not Sure –
12. ... the Common Core State Standards. 41%	Yes – 42%	No – 17%	Not Sure –
13. ...how to use formative assessment results to make changes in teaching. 17%(19%)	Yes – 83%(79%)	No – (1%)	Not Sure –
14. ...how to differentiate instruction. 29%(28%)	Yes – 71%(70%)	No – (1%)	Not Sure –

Mahalo!

Please return to the box of D. GALERA before May 6, 2011 .

GREATEST Professional Development NEEDS OF TEACHERS:

- *how to use the Promethean Board; how to create flip charts (10)*
- *technological methods for teaching/technology implementation (5)*
- *standards-based grading, how to separate behavior from learning (4)*
- *differentiation (4)*
- *build critical thinking/higher level thinking in students(3)*

- *developing common formative assessments (3)*
- *revising and creating meaningful assessments (3)*
- *time(2)*
- *Quadrant D activities / lessons(2)*
- *Snap Grades – weights, final project (2)*
- *data teams process (2)*
- *Rigor and Relevance Framework*
- *Helping ELL students; bringing ELL to proficiency(2)*
- *pacing curriculum*
- *unit planning*
- *access to technology*
- *how to reach struggling students through differentiated instruction*
- *efficient assessments*
- *time management*
- *Time to plan with data teams*
- *differing learning styles*
- *how to streamline grading for efficiency and time management*
- *Connection to Common Core State Standards*
- *Creating variety in teaching methods*
- *Creating and using SB lessons*
- *Classroom management*
- *PD credit opportunities*
- *Instructional strategies*
- *opportunities to take advanced Chinese class*

COMPLEX K-12 ARTICULATION AND ALIGNMENT

Continuous improvement is most effective when done as a K-12 complex as compared to pursuing this as individual schools. The Moanalua Complex has been a leader in working for system alignment and improved effectiveness. The Moanalua Complex Redesign Plan guides the complex to become a high performing complex. Below are the data indicators that all complex schools are monitoring as complex schools strive to meet Learning Criteria benchmarks for high performance.

Learning Criteria	Data Indicator	Data Source	ME S	RHE S	SLE S	SES	MM S	MH S		
Foundation Learning	% of Ss who are meeting or exceeding reading	HSA	76	57	65	81	83	86	2008-09: 58	
			10	77	61	72	77	78		85
			11	77	66	72	88	84	83	2010-11: 72
			12							
			13							
	% of K-2 Ss who are meeting proficiency on early literacy targets in reading (learning to read)	Children's Progress PA	11	74	58	63	70	NA	NA	CPAA state PA – 61 Rdg – 62
				78	66	66	73			
			R					NA	NA	
			12 PA R							
	% of Ss who are meeting or exceeding math	HSA	60	46	51	58	51	47	2008-09: 46	
			10	61	46	52	52	47		49
			11	66	62	60	76	63	56	2010-11: 64
12										
13									2012-13- 82	
% of 6 th , 8 th , and 9 th grade Ss who meet or exceed proficiency (secondary mark of C or better) in the four core content areas (language arts, social studies, math, science) on the year end report card	Teacher report from end of year Report Card (E-SIS)	11	78.4	57	22	50	82	52.5		
		12								
% of 6 th , 8 th , and 9 th grade Ss who earn units/credits in the four core content areas (language arts, social studies, math,	Teacher report from end of year Report Card (E-SIS)	11	97.4	86	86	100	100	47		
		12								

	science) on the year end report card								
Stretch Learning	% of Ss who successfully complete at least one stretch learning activity in the school year	Students self report via survey 11	96*	95	81	89	69	NA	
		12							
Student Engagement	Daily attendance rate	SSIR	96.3	94.8	95.3	95.5	96	94	State – 95
		10	96.9	95.5	95.6	97.2	96.1	94.7	
		11	97	96			96.5		
		12							
	% of Ss who report they learn by doing things, not just sitting and listening	SQS (A - Q#11ele or #12)	82.5	85.9	89.8	83.9	65.6	54.5	State elem – 82.07% State mid – 62.16% State sec – 51.08%
		10	80.5	81.3	84.4	76.2	60.9	47	
		11	80.2	70.9	81.7	81.8	65	48.3	
		12							
	% of Ss who report they enjoy coming to school	SQS (satisfaction - Q#38 or #41)	76.6	58.3	73.5	66.7	56.7	71.2	State elem – 70.03% State mid – 47.86% State sec – 54.92%
		10	68.6	54.9	70.9	35.7	53.6	73.3	
		11	75.7	68.9	63	43.2	56	74.7	
		12							
% of Ss who report there is an adult at school who cares and listens	SQS (well being - Q#45 or #50)	70.3	69.9	75.8	69.7	59	45.6	State elem – 74.31% State mid – 54.79% State sec – 48.13%	
	10	70.8	67.3	76.6	64.3	56.5	49.4		
	11	77.7	55.1	72.9	75	59.8	54.1		
	12								
% of 4-12 Ss who participate in school sponsored co-curricular activities	Students self report via survey 11	99	87	96	84	77			
	12								
Personal Skill Development	% of K-6 Ss who receive marks of consistently or usually on GLOs	Report cards 11	64.5	67	42	56.3*	NA	NA	State base 55% (09-10) State BM 59% (11-12)
		12							
		13							
	# of total CH 19 discipline offenses	CH 19 records 10 (ECSSS)	12	0	0	1	71	322	
		11	179	6	219		244	363	
12									
% of Ss who participate in school	K-3 Teachers 11	97	51	96	81.3	35			

	service /community service	Survey	90	79	93	91.2	37		
		S							
		4-12 Ss self C report via survey							
		12							
		S C							

D. School-wide Recommendation #4: Ensure that all students benefit from CAP

- 1. What has Moanalua High School done since the last accreditation visit to ensure that all students benefit from participation in the school’s CAP Program?

CAREER AND ACADEMIC PLAN (CAP) PROGRAM

Moanalua High School has done the following to ensure that all students benefit from CAP:

- allocated for a full time CAP Coordinator to improve implementation and to continuously review and improve the CAP Program
- received approval for new ACCN Courses so that all students can earn credit for CAP
- developed new CAP quarterly assessments for each grade level that students must complete to earn credit for CAP
- provided for new CAP lessons and activities
- provided additional support for students who fail the PTP during the first semester of their senior year, so that they may be able to pass and then meet graduation requirements.

Critical areas of follow up identified by the 2006 WASC Visiting Committee included the need for significant improvement of the implementation of the MoHS CAP Program and the expansion of the Grade 9 CORE Program.

Results of May 2011 Student Survey, 1,393 of 1,722 students or 81% of students said, “I benefited from the MoHS CAP Program.”

John Hattie in Visible Learning states that the implementation of a school advisory program has a .72 effect size (.42 is significant) on increasing student achievement.

Please see WASC Criterion B2 for more information on Moanalua High School's CAP Program.

E. School-wide Recommendation #5: Expanding Smaller Learning Communities

- 1. What has Moanalua High School done since the last accreditation visit to expansion of smaller learning community options for students (i.e., 9th Grade CORE program, MeneMAC Academy)?

Moanalua High School increased the CORE Program by adding a second grade 9 CORE Team in 2006-2007. While the new team has developed the common procedures helpful to students, there have been challenges resulting from retirements and Core teachers having to take leaves of absence.

Recent data on the Core Program shows that there has been an increase in student failures and that there is a need for more monitoring and support.

GRADE 9 CORE TEAM PROGRAM

In a May 2005 student survey, in every dimension of the survey the ninth graders posted the lowest ratings (rigorous and challenging curriculum, real world relevance and application, personalized learning environment, assistance with learning plan, variety of instructional strategies, use of computer technology, emphasis on higher-level thinking skills, and teachers use grades/evaluations to modify teaching). This seems to suggest a lack of connectivity with the school and the environment for students in grade 9, and this is well recognized by the school. Moanalua has had a CORE program that targets 120 freshmen per team each year to provide them with a teaching/learning situation based on the "smaller learning community" concept. Students in the CORE program take their basic subject areas of Language Arts, mathematics, social studies, and science as a cohort group. The teachers on the CORE team meet regularly to collaborate and integrate their units to make learning more relevant and hands-on for students, as well as discuss and address student concerns as they arise. The CORE program has found success in addressing the lack of connectivity by emphasizing a sense of community between stakeholders. Actively communicating with families and building on real-life skills has promoted student learning and self-responsibility in students. When implemented with fidelity, students in the CORE program have fewer problems with attendance, grades, and transition issues than other ninth graders in the regular education program.

Recent changes in Core Team teaching assignments and changes in school support have impacted the implementation level of the Core Program. For example, recent data show increased student failures:

Number of Students Receiving “F” for 1st Quarter Final Grade 2011-2012

	CORE TEAM 1	CORE TEAM 2
Language Arts	10	8
Math	13	10
Science	9	13
Social Studies	8	3

As a result of recent data analysis of grades, both Core Teams participated in program review and planning meetings with the school administration on January 12, 2012, January 26, 2012, and March 1, 2012. The overall Core Program goals were reviewed and new action planning has started to address student failures.

Moanalua High School's Purpose/philosophy of Grade 9 CORE Program

- Increase student achievement, increase student success
- Reduce, minimize, eliminate student failure and lack of student success
- What happens during Grade 9 is critically important to student success in high school and impacts graduation and post high school
- Through the effective use of additional resources teachers can implement research-based strategies (best practices) and data driven processes to meet purpose of the program

Goals - Grade 9 students will:

- gain more self-confidence

- develop more self-esteem
- become a more responsible citizen
- Learn skills:
 - Critical higher level thinking
 - Social interaction
 - Study/work habits
 - Time management
 - Priority setting
 - Test taking

Strategies - Grade 9 Core Teachers will provide:

- Positive, supportive, nurturing classroom environment
- Consistency in classroom rules, grading policies, and course expectations
- Parental involvement
- Teacher as advisor / counselor
- Consistent expectations
- Frequent monitoring
- Cooperative learning
- Environment of camaraderie
- Integrated / interdisciplinary projects, units, and lessons

Action Planning for SY 2012-2013: In addition to present Core Team activities ...

- Teams will use 2nd prep period to observe struggling students in other classes
- Teams will provide small group tutorials in class for student needing help
- Teams will provide study skills and organization skills support earlier
- Teams will have pull out student conferences more frequently
- Teams will refine and make interventions more frequent with more follow up
- Teams will prepare in advance and create a yearlong schedule of intervention actions
- Teams will consistently do collection of data (phone calls, attendance of parents at parent meetings, student attendance at tutorials, etc)
- Teams will use data to create SMART goals for program improvement
- Teams will have scheduled reporting of data to faculty
- Teams will post minutes for meetings for all to see evidence of team activities
- Teams will make efforts to focus on learning more about student interests, passions, activities and use the information for increasing student motivation; strongly encourage students to be more involved in activities
- Teams will begin to use ACT Explore test results for ninth graders for analyzing Core Program
- Teams will use data team common assessment results for analyzing Core Program

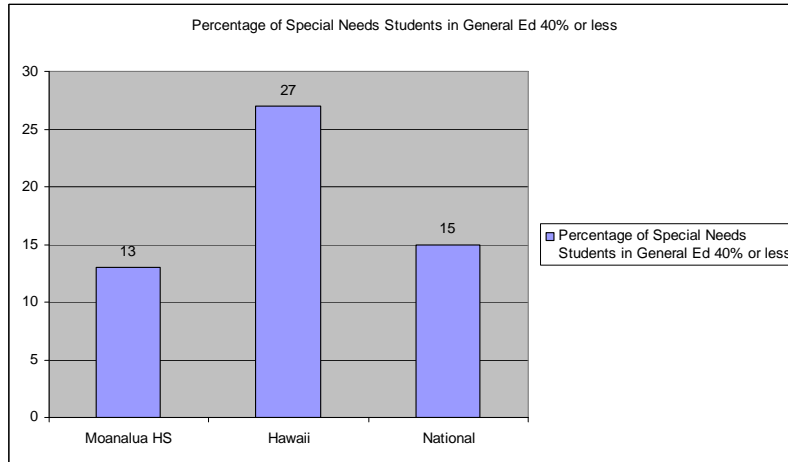
F. School-wide Recommendation #6: Support for underperforming groups

- **1. What has Moanalua High School done since the last accreditation visit to implement curriculum, instruction and assessment practices to improve support for underperforming subgroups?**

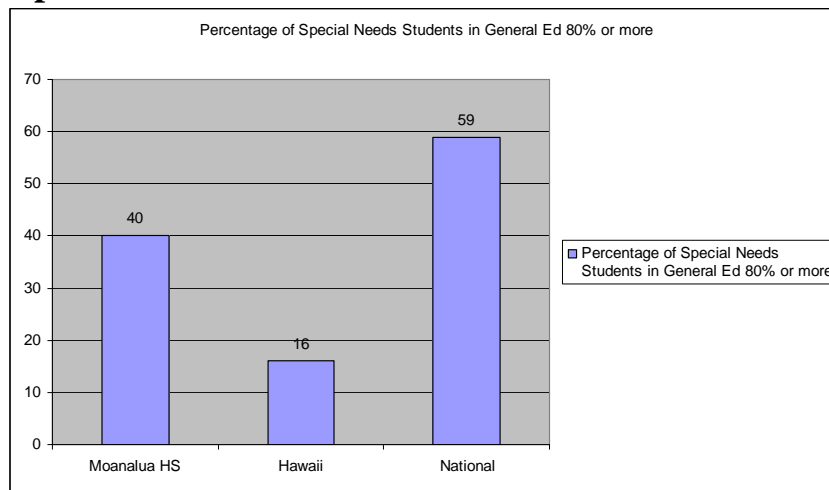
REDUCING THE ACHIEVEMENT GAP BETWEEN SPECIAL EDUCATION AND GENERAL EDUCATION STUDENTS

Since the last accreditation visit, Moanalua High School has been focused on reducing any gaps in achievement between general education students and all other sub groups or other underperforming groups. Reducing the achievement gap or difference in learning proficiency as measured by the Hawaii State Assessment (and the ACT battery of assessments) between special education and general education students is a priority goal for Moanalua High School. Data analysis indicates a serious gap in achievement and the need to address compliance with IDEA least restrictive environment requirements for schools and the state of Hawaii to meet national levels.

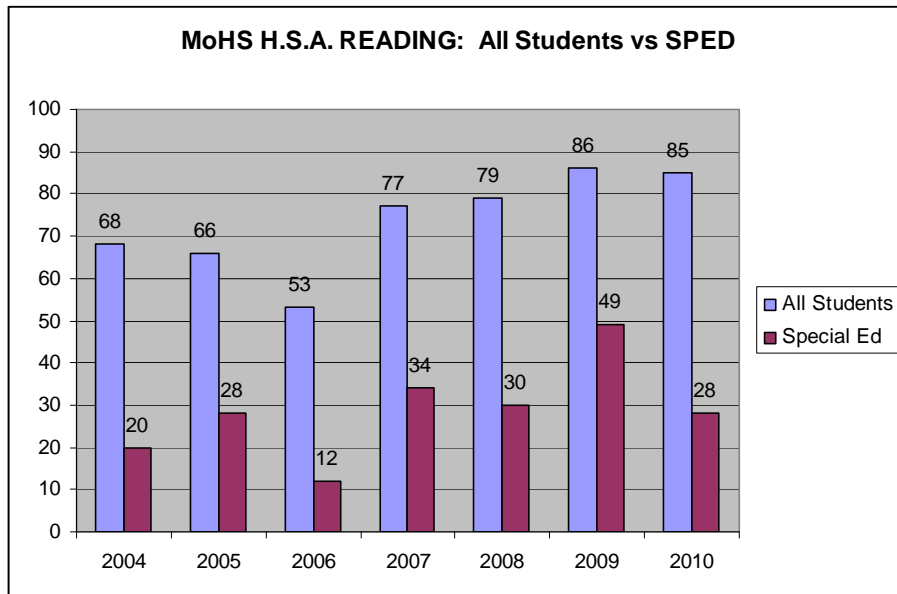
Least Restrictive Environment Chart #1 - Special Needs Students in General Ed 40% or Less



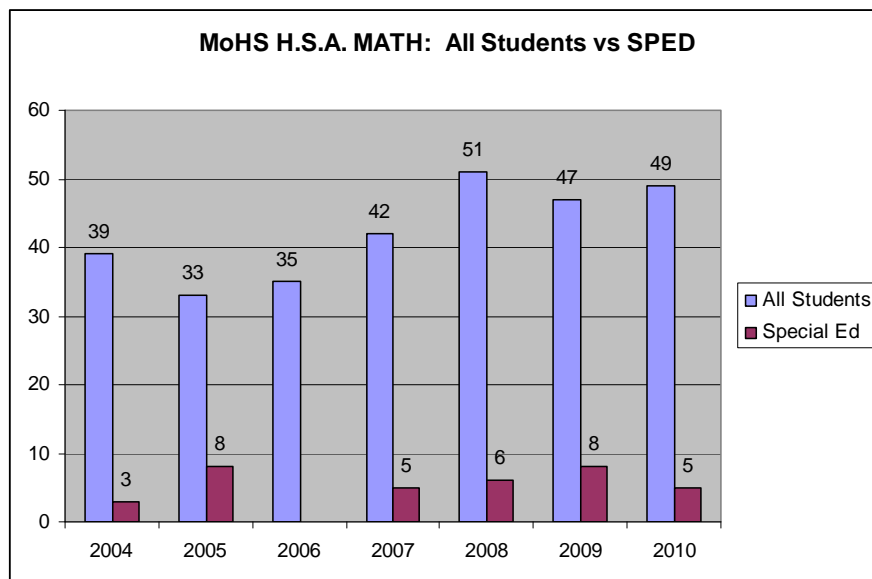
Least Restrictive Environment Chart #2 - Special Needs Students in General Ed 80% or More



H.S.A. READING CHART



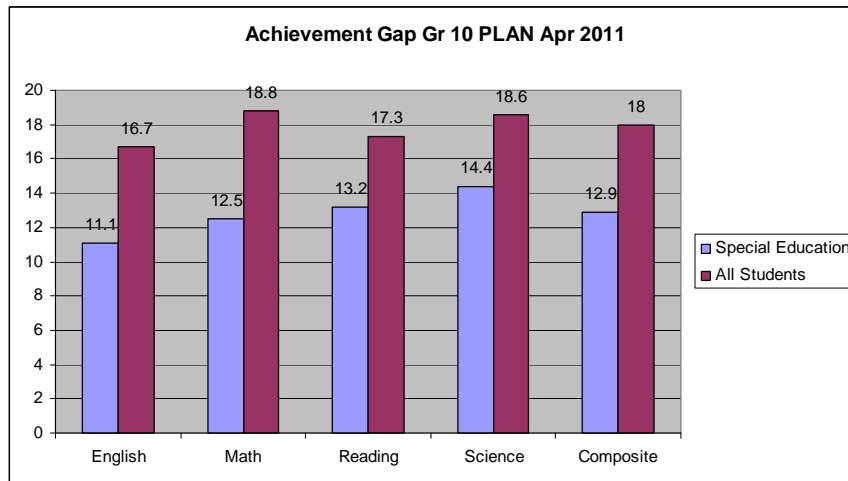
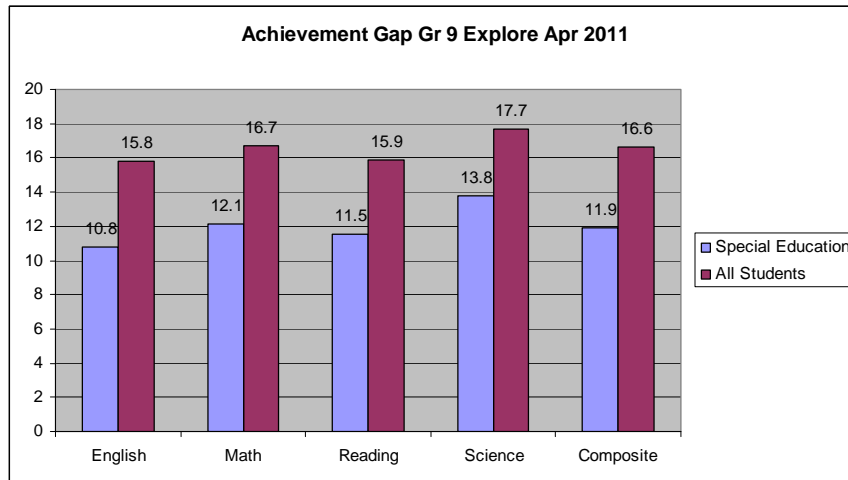
H.S.A. MATH CHART



MOANALUA HIGH SCHOOL DATA TABLE with Special Education Subgroup

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Enrollment	2005	2008	2016	1958	1994	1996	2112
SPED Enroll	199	192	218	187	191	168	149
	9.9%	9.6%	10.8%	9.6%	9.6%	8.3%	7.1%
H.S.A. Reading	68%	66%	53%	77%	79%	86%	85%
<i>SPED</i>	<i>20%</i>	<i>28%</i>	<i>12%</i>	<i>34%</i>	<i>30%</i>	<i>49%</i>	<i>28%</i>
H.S.A. Math	39%	33%	35%	42%	51%	47%	49%
<i>SPED</i>	<i>3%</i>	<i>8%</i>	<i>Not available</i>	<i>5%</i>	<i>6%</i>	<i>8%</i>	<i>5%</i>

ACT Explore and ACT Plan Test Results



Moanalua High School Data on Special Needs

Classification Rate: 7%

Referred For Testing: 23

LRE Data:

Students with IEPS more than 80% in General Education : 61 (40%)

Students with IEPS 79% to 41% in General Education : 72 (47%)

Students with IEPS less than 40% in General Education : 19 (13%)

Graduation Rate: Gen Ed 96.8% SpEd 96.4%

Drop Out Rate: Gen Ed 3.2% SpEd 3.6%

Research results from James Campbell HS

Improvement in Special Ed Proficiency after implementing co teaching:

Math improved from 0% (2006) to 32% (2010)

Reading improved from 0% (2006) to 48% (2010)

A comprehensive approach to reducing this gap has been implemented to provide students who arrive in Grade 9 needing significant support in literacy and numeracy skills. Three key strategies have been implemented: (a) Read 180 reading intervention program, (b) special education inclusion through co-teaching, and (c) math "restacking."

Read 180 Program - Year 1

Read 180 is a proven research-based reading intervention program used across the nation. As a result of significant support from our Central District Special Education Office and our Complex Area Superintendent, Moanalua High School was allocated a full time teaching position to implement this program in 2011-2012. Promising results have been achieved as a result of careful planning, implementation, and monitoring.

Moanalua High School READ 180 Reading Intervention Data				
December 2011	11 students (56%)	2 students (6%)	1 student (3%)	11 students (35%)

Spelling	Well-Below Proficiency	Approaching Proficiency	Meeting Proficiency	Exceeding Proficiency
10/13/11 Baseline	5 students (16%)			27 students (84%)
12/7/2011	2 students (6%)			30 students (94%)

Context Passage	Well-Below Proficiency	Approaching Proficiency	Meeting Proficiency	Exceeding Proficiency
10/13/11 Baseline	24 students (75%)	2 students (6%)		6 students (19%)
12/7/2011	12 students (38%)	1 student (3%)	1 student (3%)	18 students (56%)

Lexile	Well-Below Grade Level	Below Grade Level	Grade Level	
10/13/11 Baseline	23 students (71%)	5 students (16%)	4 students (13%)	
12/7/2011	26 students (82%)	3 students (9%)	3 students (9%)	

Moanalua High School Read 180 Data Report

- 23% of our Special Education students are currently enrolled in the Read 180 program (35 out of 150 students), in grades 9, 10 & 11.
- Students were assessed to determine their baseline Lexile scores on October 13 (start of 2nd quarter). Lexile ranges of students at the beginning of the program are BR (Beginning Reader) to 1284 (11th/12th grade equivalency).
- At the end of 2nd quarter (December 7), students were reassessed (8 weeks into the program), with 14 students (40%) making Lexile gains from 1 to 158 Lexiles.
- Students are given lessons that are leveled to their Lexile scores. At the end of 2nd quarter, students made the following gains:
 - Reading Comprehension: 12 students (34%) made gains from 7% to 23%; 9 of them now scoring in the proficient range (90% to 100%).
 - Vocabulary: 11 students (31%) made gains from 3% to 50%; 6 of them now scoring in the proficient range (90% to 100%).
 - Word Fluency: 4 students (11%) made gains from 7% to 22%, 3 of them now scoring in the proficient range (90% to 100%).
 - Spelling: 6 students (17%) made gains from 1% to 2%, all 6 of them scoring in the proficient range (90% to 100%).
 - Context Passage: 6 (17%) students made gains from 1% to 20%, all 6 of them scoring in the proficient range (90% to 100%).

Special Education Inclusion through Co-Teaching

Beginning in SY 2010-2011, Moanalua High School became part of the Central District Cohort for Special Education Co-Teaching. This allowed the school to work closely with Dr. Larry Gloeckler of the International Center for Leadership in Education (ICLE). Moanalua's five co-teaching teams have participated in training and classroom visitations as completed by Dr. Gloeckler over the past two years. Additionally, MoHS has developed a new rubric to monitor the implementation of the program and to measure the effectiveness of co-teaching inclusion teams.

MOANALUA HIGH SCHOOL DEFINITION OF SPED INCLUSION:

Inclusion is a purposeful educational design where maximum learning potential of special education students is realized through successful participation in the general education setting with appropriate supports.

MOANALUA HIGH SCHOOL CO-TEACHING GOALS:

- To decrease the gap between all students and special education students in H.S.A. reading/math proficiency by 50% by June 1, 2012.

- To improve performance of 80% of all special education students on H.S.A. reading and math by moving a minimum of one performance level (well below, approaching, meets, exceeds) by June 1, 2012.
- To increase the percentage of special education students with IEPs of more than 80% in General Education (to be determined by SMART goal process).
- To prepare all special education students for next generation national assessments in 3 years (computer skills and performance task skills).
- To improve performance on Special Education students on the ACT Explore, ACT Plan, and ACT tests.
- To have all co teaching teams to improve on implementation levels on the Moanalua High School Co-Teaching Rubric and to reach proficiency by SY 2012-2013.

Figure 8: Time Spent by Students with Disabilities in Regular Education, U.S. Department of Education, IDEA Dataset, 2008 (from 2011 West Ed Report)

% Of Time in Regular Education Settings

State	>80%	40 - 79%	<40%	Other
Hawaii	15.58%	55.56%	27.06%	1.43%
Guam	42.16%	20.58%	33.66%	3.23%
N. Dakota	76.62%	14.80%	4.79%	2.81%
S. Dakota	66.15%	23.19%	5.43%	3.27%
Puerto Rico	87.44%	-----	3.32%	0.08%
All States	58.78%	21.21%	14.57%	2.38%
Moanalua HS	40.0%	47%	13%	

Initial data collection and analysis on the effectiveness of co-teaching has begun.
SY 2011-2012

- 61 out of 150 special education students have at least 1 integrated class
- 48 more students have at least 1 core class in the general education setting that are not in an integrated setting
- Total of 109 students are in the general education setting for at least one core class

Hawaii State Assessment Test

Reading

	Meets	Approaching	Well Below
19 in inclusion co-teaching	7 = 19%	6 = 16%	6 = 16%
18 in resource	3 = 8%	2 = 5%	13 = 35%

Math

	Meets	Approaching	Well Below
20 in inclusion co-teaching	3 = 8%	7 = 19%	10 = 27%
17 in resource	0 = 0%	4 = 11%	13 = 35%

ACT EXPLORE (August 2011) Results

English

	Below 13	13 – 15	16 - 19
12 in inclusion co-teaching	7	4	1
21 in resource	21		

Reading

	Below 13	13 – 15	16 - 19
12 in inclusion co-teaching	5	4	3
21 in resource	21		

Math

	Below 13	13 – 15	16 - 19	20-23
13 in inclusion co-teaching	3	5	3	1
20 in resource	17	4		

Math Restacking Intervention

Beginning in 2009-2010, Moanalua High School implemented a "math restacking" learned from Brockton High School in Massachusetts. Students who failed the first semester of Algebra I were given the opportunity to move into a new intervention class instead of staying in their old class and possibly failing for the entire school year and earning no credit for semester 1 and semester 2. A new intervention class with more supports provides students with a new start in Algebra instruction and students can earn semester 1 credit and then take summer school for semester 2 credit. Thanks to the leadership of the math department, the math restacking intervention efforts have been very successful where students who previously failed achieved significantly higher levels of math performance.

Math Workshop

In fall 2011, a 2nd Quarter Math Workshop was provided for students failing Algebra 1 during 1st quarter.

Of the 8 students who failed 1st quarter, 6 were able to pass the math workshop, or 75% success rate.

Math Restacking class

At the beginning of 2nd semester in January 2012, 13 more students who failed 1st semester Algebra 1 were added to the 8 from the Math Workshop class. Currently, 17 out of the 21 students are passing Algebra 1A. Eighty-one percent (81%) of students who previously were receiving F are now passing.

Chapter 4: Self Study Findings

A. ORGANIZATION: VISION and MISSION (PURPOSE); SCHOOL CULTURE; GOVERNANCE, LEADERSHIP and STAFF; RESOURCES

A1: Vision and Mission

To what extent has the school established a clear statement of vision and mission (purpose) based on student needs and current educational research?

In 2002, Moanalua High School established a clear statement of vision and mission that is student-centered and research based. The school's site based council led the school community stakeholders in a thorough and inclusive review of these statements and on April 8, 2003, the Menehune Council approved a revised vision, mission, and school motto. A school vision poster was designed by a student and printed for all classrooms and offices in 2005. The administration also consistently communicates and links the mission and vision in meetings with faculty and parents, presentations, and school-sponsored professional development and student activities. According to an October 2011 survey, 94% of faculty members (see appendix) feel that the school's written statements of vision and mission are practiced by most staff and that they guide decisions and actions.

To what extent is the vision and mission (purpose) further defined by General Learner Outcomes, Hawaii Content and Performance Standards, and the DOE Strategic Plan, supported by the governing board and the state and complex area administrations?

The school vision and mission statements address the General Learner Outcomes, the HCPS, Common Core State Standards, and the DOE strategic plan for student achievement. In addition, the Vision of the Hawaii Public School Graduate is communicated to stakeholders along with the school vision and mission. Nearly all teachers responded that the vision and mission are aligned with the GLOs and HCPS. It should also be noted that the Hawaii Department of Education used the Moanalua High School learning goals as a model in the development of the six (6) Hawaii DOE General Learner Outcomes. A key example of how Moanalua High School provides a coherent approach to our academic work and the General Learner Outcomes is the school's innovative Senior Project Rubric, developed in 2009. The rubric is based on the General Learner Outcomes and is used by panel judges to score senior project final presentations. Ninety eight and a half percent of faculty members responded that the school's vision and mission are aligned with the HIDEOE General Learner Outcomes.

A2: School Culture

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

An extremely high percentage of faculty and staff feel that the school leadership uses a wide range of strategies to encourage parental and community involvement. Teachers listed the following as examples: School Community Council (SCC), PTSA, Kina'ole Awards Dinner, Project Graduation, Music Boosters, Athletic Boosters, parent information nights for student athletes, financial aide workshops for parents, Open House, monthly parent newsletters mailed home, mid-quarter progress reports through Jupiter Grades, an informative website, Core Program Parent Nights, Parent nights for Sophomores H.S.A. and ACT Plan tests, parent nights for senior graduation, awards nights, parent forums, music and performing arts performances, parent forums, email, text messaging, communication from counselors, student activities program, letters sent home, and information posted on the school marquee/sign.

The school leadership works in close partnership with parent organizations by attending all meetings, actively participating and supporting parent involvement, and sponsoring special forums to share information and gather parental input. Parents attended Saturday sessions at the school to discuss issues and concerns connected with Accreditation and provided input that was included in this report.

According to the October 2011 survey, 91% of faculty members feel that the school encourages and supports parent involvement; 84% feel that the school has a variety of programs to support parents; and 97% of faculty members feel that the school communicates with parents on a regular basis and that parents feel comfortable coming to school and voicing concerns.

A3: School Culture

To what extent is the school a safe, clean, healthy and orderly place that nurtures learning and has a culture that is characterized by trust, caring, professionalism, high expectations for all students, and a focus on continuous school improvement?

To a great extent, the school is safe, clean, healthy, professional, orderly and is characterized by professionalism and high expectations for students. Moanalua High School recently received the great news that it has received the “Excellence in Safety Award – First Place in the Large Public Sector Division” as sponsored by HIOSH and the ASSE Hawaii Chapter. Moanalua High School has also passed the annual School Inspection Program for the past 12 years. The results of the most recent School Inspection, completed on January 31, 2012 and the ratings by the School Inspection Team are below:

QUALITY FACTORS Categories	AVERAGE RATING SCORES			RECOMMENDATIONS	COMMENDATIONS
	Very Good (3)	Acceptable (2)	Unacceptable (1)		
GROUNDS		2		Potholes in teacher's parking lot driveway near to be repaired. Some cracking in a few sidewalks.	Tennis courts, baseball field well kept
BUILDING – Exterior		2.5			Exterior building painting looks good.
BUILDING – Interior		2.5		Carpet cleaning needed in a few areas.	Interior building painting looks good, library very

					clean, good air quality.
FURNITURE, EQUIPMENT		2		Desks and chairs in one room may need to be replaced.	
HEALTH & SAFETY		2.5			Gym bathrooms are impressive and student center bathrooms are clean and well kept.
SANITATION		2		A few bathrooms need to be checked for odor and supplies maintained.	
Sub-total Points		13.5		TOTAL OVERALL POINTS: 13.5	

Faculty and staff have identified the following needs to improve the physical environment of the school:

School Physical Plant Needs (from 2012 School Inspection Report)

- Potholes in teacher parking lot need to be repaired and entire lot needs to be repaved
- There is flooding next to G-bldg, Portable 9/10, cafeteria
- Concrete sidewalk near cafeteria lifted due to tree trunk
- Gym driveway has deep crack
- Cracks on pavement of M-bldg 2nd/3rd floor , H-bldg 2nd floor, I-bldg, teacher parking lot next to Q-bldg
- H-bldg and breezeway on 3rd floor has metal plate that’s slippery
- Behind F-bldg: fence broken need to be repaired
- P-8: overgrown weeds, light fixture need to be repaired.
- Electrical floor outlets are inoperative and carpet is soiled in the Student Center.
- Library carpet needs cleaning.
- Gym locker room showers: Girl’s shower stall - some need to be cleaned. Shower heads need repairs.
- Gym locker room showers: Boy’s shower stalls need to be cleaned.
- Girl’s PE locker room – A few shower heads need to be replaced (work order already sent); lockers are rusted, old.
- P5: Floor is scratched, needs to be waxed and cleaned.
- Student Center: Floor electrical outlets do not work; carpet is soiled.
- Student desk/chairs in G101 need replacement.
- F301: Ceiling tile missing; leaking and tile loose.

Stakeholders also commended the school and students for completing the recent school wide renovation program, significant improvements in the Athletic Stadium (new fence for baseball/softball, new concession stand, new announcer's box, new fitness center, new weight room, renovated restrooms), commencement of Phase 1 of the Performing Arts Center Project, campus beautification efforts and service projects, and the numerous repair and maintenance projects

happening at the school to address needs of an aging school facility. The school's priority needs are for the installation of field turf on the heavily used and worn athletic field and funding for Phase 2 of the Performing Arts Center Project.

According to the October 2011 survey, 94% of faculty members feel that the school is "safe, healthy, secure, clean, and accessible"; 96% feel that the school practices "inviting and nurturing" strategies to establish a caring atmosphere; and 97% feel that the school provides a satisfactory level of communication and interaction with the community.

A4: Governance, Leadership, and Staff

To what extent do the governing authorities have policies and procedures that are aligned with the school's purpose and support the achievement of the General Learner Outcomes and the Hawaii Content and Performance Standards?

In general, policies and procedures from the State Superintendent (governing authorities) support the school's purpose and the achievement of the GLOs and HCPS. The school is provided with compliance requirements and testing benchmarks that it needs to achieve. However, there are concerns that the Superintendent and the Hawaii DOE need to improve communication with the schools. Questions from schools are often not responded to and information is frequently communicated to schools at the last minute without rationale or purpose. One example is the 50% reduction of CTE Off Ratio teacher allocation that occurred after the completion of the Academic and Financial Plan and the posting of the School List for the teacher transfer program. Other examples include that schools have not been provided their official allocation of Special Education and Article 6 teaching positions as of March 1, 2012, and the budget cut of SPED teacher funding (\$1690 per teacher). The DOE also has to address the conflicting procedures governing the following: graduation requirements, special education General Supervision and Support requirements, FERPA compliance requirements and confusion on opt out procedures, D.S.I. requirements, implementation of Chronos personnel system, and the "raiding" of school Use of Facilities funds. Additionally, the DOE needs to review its attempt to implement too many changes at the same time. The overwhelming number of changes is impacting the ability to focus on student achievement and teacher/staff morale. Examples of the many changes and new requirements:

- Race to the Top (State of Hawaii application)
- New state strategic plan
- ESEA Flexibility to NCLB
- New online Hawaii State Assessment Testing
- New graduation requirements
- New Common Core State Standards and new performance assessments
- D.S.I. System
- LDS System
- ACT 167 (longer school day and school year)
- Standards-based report cards

Required technology mandates create need for resource support. The DOE provides no technology coordinator positions to schools but requires that schools do the following: establish school websites; post school data reports, SCC agendas and minutes; complete school online reports; manage staff accounts for student information; provide support for email, eCSSS, database access, ACCN reports, school list reports, and student discipline reports; as well as maintain, secure, and troubleshoot school networks.

Senate Concurrent Resolution 115 and corresponding KPMG Study to Identify Barriers to Teaching and Learning in Hawaii Public Schools

In school year 2008-2009, the Hawaii State Legislature passed Senate Concurrent Resolution 115 to identify barriers to teaching and learning in the public schools. To respond to this requirement, a study was funded by First Hawaiian Bank Foundation and the Castle Foundation. KPMG was contracted and the study was headed by Systems Analyst Robert O'Neil. The foundations specifically requested that Moanalua High School and feeder schools would be used for the study. On March 29, 2009, the final report and findings were published in a report entitled, "The Hawaii Business Roundtable Complex Area Administrative and Support Services Review". Moanalua High School and feeder schools presented the reports and findings to the Superintendent of Education in September 2009 and then to the Board of Education. The schools reported on the following barriers in the table below and asked for relief.

	PRIORITY 1	PRIORITY 2	PRIORITY 3
MOANALUA ELEM	Effective Use of Student Instructional Time	Technology Access And Use	Budget/Travel Restrictions
SALT LAKE	Budget/Travel Restrictions	HSA/NCLB "Overtesting"	Teacher Quality/HQT
SHAFTER	Time	Budget/Travel Restrictions	
	HSA/NCLB "Overtesting"		
RED HILL	HSA/NCLB "Overtesting"	Budget/Travel Restrictions	Teacher Work Schedule/Time
MOANALUA MIDDLE	Budget/Travel Restrictions	HSA/NCLB "Overtesting"	Teacher Work Schedule/Time
	Teacher Quality/HQT		
MOANALUA HIGH	Teacher Work Schedule/Time	Technology Access and Use	Budget/Travel Restrictions
	HSA "Overtesting"		

The comprehensive report from KPMG identified 58 recommendations to remove barriers and to improve system quality and efficiency in the Hawaii DOE.

To what extent does the governing authority delegate implementation of these policies and procedures to the professional staff?

The governing authority delegates implementation of policies and procedures to the school administration. There are examples where the governing authority delegates policies and procedures to the school administration without providing any resources—the school is expected to come up with the resources although it already has limited resources for instruction and support—or there are budget cuts and restrictions.

To what extent does the governing authority approve and monitor the three-year School Strategic Plan and the Academic and Financial Plans?

The Complex Area Superintendent reviews and approves the school Academic and Financial Plan. There has been recent confusion when the Superintendent informed schools that they do not need to complete three year school strategic plans. The confusion arose when WASC informed schools that the three year plan is required for accreditation requirements.

A5: Governance, Leadership, and Staff

To what extent does the school leadership (a) empower the staff and (b) encourage commitment, participation and shared accountability for student learning?

The school administration continuously strives to provide open and clear communication. The school leadership has empowered staff through the following:

- The new School Community Council is chaired by teachers and community members. From 2000-2012, the school's SCC Council provided exemplary leadership. Recent SCC Chairpersons include Social Studies teacher Wray Jose, Science teacher Melissa Goo, and CTE Teacher Robert Widhalm.
- Department chairpersons and Program Coordinators form a Leadership Cadre and provide leadership and communication for departments and programs
- Professional Development: The school has used a professional development leadership team composed of teachers and administrators. Teacher leaders help to guide and facilitate a process to support teacher needs. From 2001 to 2012, all teachers were required to develop standards-based unit plans and to participate in culminating PD activities. From 2004, teachers were given the option to participate. In 2005, the school organized into 16 professional development inquiry groups based on teacher needs. The groups were led and facilitated by teachers. In 2010-11, 29 Data Teams were formed to replace the PD inquiry groups. The school's professional development team is teacher-led and teachers facilitate teacher inquiry groups. The school's PD team received the DOE's 2004 Team of the Year award for its leadership and commitment to excellence. In 2009, Moanalua High School's

- Beginning in school year 2009-2010, the Moanalua High administration proposed to the Complex Area Superintendent for the creation of an “Academic Officer” position to be added to the school instead of the Hawaii DOE contracting a “service provider” such as Edison, to comply with the No Child Left Behind requirement for a school intervention for a school in restructuring status. The approval of the request and the subsequent hiring of Richard Taylor, a retired and skilled instructional leader (principal from Cupertino, California) has been a significant addition to the school leadership team. The addition of an administrator to focus on classroom instruction support and feedback empowers teachers and provides for increased shared accountability for learning for all students.
- The school leadership encourages commitment, participation and shared accountability for student learning to a great extent. Evidence of this includes:
 - implementation of Data Teams
 - annual professional development/PD conference
 - Jupiter Grades
 - National Board Teacher Certification
 - APC meetings
 - School Community Council
 - Leadership Cadre
 - Various training (Blackboard, Promethean, Tribes, classroom management)
 - Various task forces (SB grading policy, budget, bell schedule)

According to the October 2011 survey, 63% of the faculty feel that the principal "empowers strong committed curriculum leaders to realize the school purpose" and 90% feel that the principal provides curriculum leadership through collaboration, focus, and support.

A6: Governance, Leadership, and Staff

To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the Hawaii Content and Performance Standards and General Learner Outcomes, based upon student achievement data?

Student achievement data is a basis for school decisions and activities to have students achieve the state standards and the GLOs. In the 2011 DOE School Quality Survey (SQS), 91.6% of teachers agreed that “[they] use the results of tests and other assessments to plan and adjust [their] instructional activities.” Teachers responded that the school “consistently refers to achievement data in staff meetings” and “makes use of the previous years H.S.A. scores.” Teachers are effectively making the transition from the HCPS to the new Common Core State Standards especially in the Language Arts and Mathematics subject areas.

Examples of decisions and actions that are based on student achievement data include:

(1) The ongoing focus on site-based professional development for standards-based education for all teachers, (2) a review of grading policies by the school administration to see the alignment with standards-based grading practices, (3) implementation of reading intervention program (Read 180) to support students with low reading levels, (4) implementation of co-teaching to reduce the achievement gap that exists between general education students and students with special needs, (5) implementation of Data Teams using the 5 Step Data Team process from Doug Reeves, (6) creation of Moanalua High School's Data Portal for classroom teachers, (7) implementation of gifted and talented services, (8) implementation of math restacking course, (8) test preparation activities that include staff training, parent meetings, and administration team visitations to every classroom being tested, and (9) development of a Moanalua Complex K-12 Redesign Plan based on student achievement data.

To what extent does the school leadership and staff annually monitor and refine the School Strategic Plan and the Academic and Financial Plan based on the analysis of data to ensure alignment with student needs?

The annual implementation of the Academic and Financial Plan is done through a process that is open and transparent for all stakeholders. Student needs are frequently assessed and school plans are aligned with those needs. According to the October 2011 survey, 90% of faculty and staff feel that monitoring and evaluation occur periodically to ensure that progress is being made. Nearly 50% of the staff feels that "accountability for student learning is shared by everyone."

A7: Governance, Leadership, and Staff

To what extent does a qualified staff facilitate the achievement of the academic standards and the General Learner Outcomes through a system of preparation, induction, and ongoing professional development?

The school's priority is increasing student achievement and providing quality professional development for staff members to attain that goal. The process for professional development is comprehensive and begins with a teacher interview and careful selection process. Teachers are provided a new teacher orientation program and are supported by teacher mentors, the school professional development team, department chairpersons, and data teams. Professional development for all teachers (new and experienced) is teacher-centered and site-based. The school's professional development team provides exemplary leadership and the school's PD program has a long standing record of excellence. The PD team received the Team of the Year award (seven years ago) for its leadership and commitment to excellence. In 2003 WASC Mid-term report stated that the school's Professional Development plan was a "model for all schools in the state." In 2009, Jan Burgess referred to Moanalua's professional development program as a "gold standard" for schools to follow. And in 2011, Moanalua High was selected as a national Model School in large part due to the school's high quality professional development program.

The key elements of the Moanalua High School system of professional development are:

- quality new teacher orientation and support program
- committed and skilled professional development teacher leadership team

- high expectations for teachers
- carefully implemented data teams
- an annual culminating professional development conference for teachers
- annual publication of the school's professional development journal
- support for technology integration in the classroom
- triangulation of data to plan, implement, and monitor the effectiveness of the program

National Board Certified Teachers	
2003	Dr. Cris Rathyen, Language Arts
2004	Lynne Sueoka, Language Arts, Mene Mac, Broadcast Journalism
2008	Arnold Martinez, Health and Physical Education
2008	Evangeline Casinas, Business Education, CAP
2008	Natalie Immings, Social Studies
2009	Liane Voss, Language Arts
2010	Shauna Tanaka-Hirota, Social Studies
2011	Dane Canida, Social Studies
2011	Shelly Koyanagi, Language Arts

Examples of Recent School / Educator Recognition	
2007	State Technology Teacher of the Year - Lynne Sueoka
	2007 HSTA Outstanding Teacher Award - Priscilla Shimamoto, Curriculum Coordinator
2008	2008 Kaimana Award Outstanding High School Athletic Program - A.D. Joel Kawachi
	2008 AFJROTC Outstanding Instructor Award - Colonel Vic Bonfiglio
	2008 VEX Robotics Teacher of the Year - Robert Widhalm
	2008 National Scholastic Art Awards - Teachers Jeff Fujimoto, Cher Takemoto, Chela Sheets, Amy Ota-Marcouiller
	2008 HSTA Outstanding Teacher Award - Shauna Tanaka, Social Studies
2009	2009 Kaimana Award Outstanding High School Athletic Program- A.D. Joel Kawachi
	2009 State Robotics Winners - Advisor Robert Widhalm
	2009 HSTA Outstanding Teacher Award - Lisa Goto, Special Education
	2009 National Scholastic Art Awards - Teachers Jeff Fujimoto, Cher Takemoto, Chela Sheets, Amy Ota-Marcouiller
	2009 State Vice Principal of the Year - Julia Toyama
2010	2010 Kaimana Award Outstanding High School Athletic Program- A.D. Joel Kawachi
	2010 National Student Television Network 1st Place Film Award - Teachers Mark Ikenaga, Kelly Calistro
	2010 State Mock Trial Champions - Teacher Fred Ito
	2010 HSTA Outstanding Teacher Award - Francis Achiu, Language Arts
	2010 National Scholastic Art Awards - Teachers Jeff Fujimoto, Cher Takemoto, Chela Sheets, Amy Ota-Marcouiller
	2010 State High School Principal of the Year - Darrel Galera
2011	2011 National NASC High School Council of Excellence - MoHS Student Association Executive Council - SAC Sherwin Pang

	2011 State Mock Trial Champions - Teacher Fred Ito
	2011 National Student Television Network 1st Place Film Award Award - Teachers Mark Ikenaga, Kelly Calistro
	2011 International Center for Leadership in Education Model School Conference Presenter
	2011 National Scholastic Art Awards - Teachers Jeff Fujimoto, Cher Takemoto, Chela Sheets, Amy Ota-Marcouiller
	2011 HSTA Outstanding Teacher Award - Larry Park, Counseling
	2011 National History Day Winners National 1st and 2nd Place - Teachers Angela Brooks and Wray Jose
2012	2012 National Band World Legion of Honor Laureate Award - Elden Seta, Music
	2012 Prudential Locations Outstanding Teacher Award - Claire Manutai, Social Studies
	2012 State Finalist for Excellence in Science Award - Melissa Goo, Science
	2012 HSTA Outstanding Teacher Award - Judy Tateyama, Math

In the recent 2011 SQS Survey, 70.4% of parents agreed with the statement that “my child’s teachers are effective in their teaching.” Only nine percent (9%) of parents disagreed.

Also, 57% of students agreed with the statement that “my teachers are well prepared and know what they are doing.” Only 11% of students disagreed. Also, in the 2011 SQS Survey, 82.1% of teachers agreed that “staff development at our school promotes student achievement” and 87% agree that "staff development at our school is relevant to standards-based education." In the October 2011 survey, 93% of faculty members felt that teachers are provided staff development opportunities that connect assessment with the standards and GLOs.

In school year, 2010-2011, the governing authorities ordered large budget restrictions for all Hawaii public schools and those restrictions took the form of less instructional days for students. Referred to as "Furlough Fridays", school calendars across the state were significantly reduced. A major impact of "Furlough Fridays" was the removal of Professional Development Days that all schools were provided to allow for teacher training and professional development. The loss of the much valued and dedicated professional development time is a huge challenge for a school where professional development is a priority. The challenge of finding and using time for professional development remains a major issue and need.

A8: Governance, Leadership, and Staff

To what extent are the leadership and staff involved in ongoing research on data-based correlated professional development that focuses on the identified student learning needs?

To a great extent, the leadership and staff are involved in ongoing action research and the use of personal inquiries and personal learning plans connected to student learning. There is ongoing data collection on student achievement, and student support needs and there is ongoing review of research by the staff. School leadership and the professional development team and other staff members attend national and local conferences and keep abreast of leading literature and research from Bob Marzano, Michael Fullan, Mike Schmoker, and John Hattie. Hattie's Visible Learning, now considered a leading guide on education research, is a key resource used by teacher leaders and administrators in planning, implementing, and monitoring school professional development

programs. The school wide implementation of Data Teams demonstrates the deep level of data-driven professional development focused on student learning needs. The 5 step data team process specifically engages data team members in professional discussions on the learning needs of students relative to their data results. According to the October 2011 survey, 86% of staff members feel that "staff are encouraged to conduct research, visit other classrooms and schools, co-teach, or work in teams and try new ideas."

Year	Moanalua High School Professional Development Conferences from 2007 to 2012
2007	6th Annual Moanalua Professional Development Conference Keynote speakers: Marc Prensky (Technology) and Ken O'Connor (Classroom Grading and assessment)
2008	7th Annual Moanalua Professional Development Conference Keynote speaker: Dr. Richard Jones (Rigor & Relevance Framework, Quadrant D Learning)
2009	8th Annual Moanalua Professional Development Conference Keynote speaker: Susan Kovalik (Brain Compatible Teaching and Learning)
2010	9th Annual Moanalua Professional Development Conference Keynote presentation (video): "Closing the Implementation Gap" by Doug Reeves Keynote presentation (video): "A Whole New Mind" by Dan Pink
2011	10th Annual Moanalua Professional Development Conference Keynote speakers: Ken Wesson (Brain-based learning) and Jay Trujillo (Data Teams)
2012	11th Annual Moanalua Professional Development Conference Keynote speaker: Sue Gendron (Common Core State Standards and Next Generation Assessments for the Smarter Balanced Assessment Consortium)

A9: Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in the School Strategic Plan and annual Academic and Financial Plan in accordance with the legal intent of the program(s) to support students in accomplishing the Hawaii Content and Performance Standards and the General Learner Outcomes?

A summary of the school’s financial plan is included at the end of this report. As a result of State of Hawaii budget restrictions and Hawaii DOE budget adjustments and allocation cuts, Moanalua High School has had to face the challenge of "doing more with less." As an example, for each year since 2009, the value or "weight" for one (1) student has been decreased by the Hawaii DOE for Moanalua High School significantly impacting available school resources:

Financial value of 1 student at Moanalua High School according to the Hawaii DOE Weighted Student Formula allocations	
2006-2007	\$4,203.39
2007-2008	\$4,501.87
2008-2009	\$4,150.76
2009-2010	\$4,855.87
2010-2011	\$3,714.11
2011-2012	\$3,636.15
2012-2013	\$3,372.47

The combination of (1) the declining student weight for each student, (2) other temporary or inconsistent budget adjustments by the Hawaii DOE or the Legislature (for example, in some years there have been "foundation funds" given to high schools by the Legislature and in other years there have been "high school level weighted funds" given to high schools by the DOE), (3) the changing financial values provided for ESLL, economically disadvantaged, gifted and talented, and transient students, (4) changing financial values for the cost of a teacher position (fringe benefits were charged to schools and then not, and (5) late and untimely notice to schools about final school allocations, have resulted in challenges for the administration and the School Community Council to complete and approve the yearly Academic and Financial Plan.

Weighted Student Formula Allocation for Moanalua High School From 2009 to 2013	
2009-2010	\$10,269,809
2010-2011	\$7,427.135
2011-2012	\$8,070,602
2012-2013	\$7,613.926

However, special acknowledgement must be given to the outstanding leadership of the respective chairpersons and to all members of the School Community Council for their continued dedication and commitment to maintaining a transparent, collaborative, and inclusive process for the academic and financial each year given these challenges.

In addition to the state's Weighted Student Formula allocation to the school, Moanalua High School has received significant resources and support through grants and other partnerships. Examples include:

- JVEF Grants for Promethean Smart Boards and Model School Conferences,
- Hawaii 3Rs Grants for (a) science classroom renovation, (2) tennis court renovations, (c)gymnasium bathroom renovations,
- Carol White Federal Grant for new school fitness center
- Community partnerships for facility renovations such as the school's new concession, announcer's booth, and weight room
- Fundraising events such as the PTSA Kina'ole Awards Fundraising Dinner (eight years) to provide financial support for students, teachers, and school programs

In a recent surveys, faculty and staff members have identified the needs to help students demonstrate proficiency of the standards and to meet the General Learner Outcomes. Teachers have supported the following needs for resources:

- need more classrooms because it is not beneficial for teachers to float from classroom to classroom
- need for more technology including Promethean Boards,
- need for up-to-date textbooks
- need for more computers and computer labs to do online testing and to use the D.S.I. system so that the school library can remain open for use
- need for reading intervention teacher to address the achievement gap
- need for support of classroom instruction for Quadrant D learning activities

To a great extent, all school resources are utilized to help students attain proficiency of the HCPS , Common Core State Standards and General Learner Outcomes. The school's master schedule is developed according to student needs and school program goals. The school budget is developed and allocated according to school priorities. When possible the school administration has pursued competitive grants. The school has established partnerships with businesses and other agencies to provide other resources and support.

According to the October 2011 survey, staff members indicate that the school has maintained a process that is open and collaborative and that the school financial plan is focused on student achievement:

- 91% feel that the school academic and financial plan supports student achievement of the standards and the GLOs
- 86% feel that the school staff seek and utilize available resources to develop partnerships to create conditions to support learning
- 86% feel that the administration and staff understand funding sources and follow business and accounting practices
- 81% feel that there is collaboration among stakeholders to ensure that sufficient resources are allocated to support the school purpose
- 84% feel that facilities are attractive, resource materials support the standards, and sufficient resources are available to acquire and maintain a well-qualified staff

Areas of Strength:

- New Academic Officer position
- Professional Development Team
- School Community Council
- Parental involvement and support
- Registrar and student driven master schedule
- National Board Certified Teachers (9)
- Numerous teachers recognized for excellence in teaching
- Jupiter Grades
- Principal's Quarterly Reports to Students

- Improvements to School Assemblies
- Business partnerships and grants for funding
- New facilities and renovated facilities
- Recognition as an ICLE Model School
- Only 9-12 Hawaii high school to attain AYP in 2010-2011

Areas of Growth:

- Changes in leadership personnel (teacher and counselor leaders)
- Need for professional development time
- Resources needed for repairs and maintenance (including repaving of driveway)
- Loss of JVEF funding
- Transition to new bell schedule
- Implementation of new BOE graduation requirements
- Transition to new DOE Strategic Plan
- District does not provide for substitute health aide when there is an absence

B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM (WHAT ARE STUDENTS LEARNING?)

B1: Curriculum

To what extent do all students have access to rigorous, relevant, and coherent standards-based curriculum that supports student achievement of the Hawaii Content and Performance Standards (HCPS) and the General Learner Outcomes through successful completion of any courses of study offered?

What Is Taught

Students at Moanalua High School have access to a comprehensive curriculum that promotes rigor and relevance and attainment of the standards and General Learner Outcomes. Beginning in 2011, all faculty members received training in the new Common Core State Standards (CCSS). The Hawaii DOE required all schools to implement the CCSS in grades K-2 and grades 11-12. However, Moanalua High School teachers felt that implementing the CCSS in all grades (9-12) provided a better and more coherent plan for providing all students with access to a standards-based curriculum that supports achievement of state standards. When teachers were surveyed in December 2010 and asked "Do you support the transition to the CCSS for all grades 9-12?" seventy-seven percent (77%) of all teachers responded, "Yes, the transition to the CCSS should be for grades 9-12."

Moanalua High School has continued to provide students with special needs with the least restrictive environment for learning through inclusion and co-teaching. Students with special needs are appropriately enrolled in general education classes and two teachers (a general education teacher and a special education teacher) are assigned to co-teach the entire class providing student access to the general education curriculum.

The school's curricular offerings include:

- College preparatory classes in the core subject areas—math, language arts, social studies, and science - including Advanced Placement courses in Calculus (Gr 11&12), Statistics, Language and Composition (Grade 11), Literature and Composition (Grade 12), Biology (Gr 11, 12), Chemistry (Grades 11, 12), U.S History (Grades 11, 12), European History (Grades 11, 12), and Language Arts GT (Grades 9, 10), Honors Chemistry (Grades 10, 11, 12), Honors Physics (Grades 11, 12), and Accelerated courses in Modern History of Hawaii and Participation in Democracy (Grade 9), U.S. History and Government (Grade 10), World History and Culture (Grade 11)
- Career and Technology Education (formerly Vocational Education)
 - Business (Accounting, Management, Business Law, Business Communication, Finance, Office and Administrative Technology, Travel Industry Management, Business Computer Applications, Keyboarding, etc.)
 - Family and Consumer Science (Comprehensive Consumer Science, Family Living, Human Development, Food Science and Nutrition, Culinary Arts, Clothing and Textiles, Food Service, Health Services, etc.)
 - Industrial Arts (IET Core, Basic Technology, Automotive Technology, Mechanical Drawing, Drafting, Electronic Technology, Graphic Arts, etc.)
 - Media Communications
- Senior Project
- English as a Second Language Learning (ESLL) –see Criterion E: Student Support
- Special Education – see Criterion E: Student Support
- Special Motivation – see Criterion E: Student Support
- Read 180 reading intervention program
- Physical Education and Health (Health, Physical Education, Physical Fitness, Team Sports and Weight Training)
- Peer Education
- Music (Band, Ensemble, Chorus, and Orchestra)
- Art (General Art, Drawing and Painting, Ceramics, Photography, Theater Craft, Advertising, A.P. Art)
- Air Force Junior ROTC (Aviation, Historical Milestones and Military Policy, Rocketry, Career and Employment Opportunities)
- Exploratory Technology
- Driver's Education
- Two Learning Centers—World Languages and Media Communications and Technology
 - World Languages (Japanese, Spanish, Hawaiian, Polynesian Dance, French, German, Mandarin)
 - Media Communications and Technology

Student, Parent, Teacher Perceptions of Rigor

In a recent school accreditation student survey taken in April 2011, 73% of students said, “Yes, my classes are rigorous and challenging.” (1722 students in grades 9-12)

In the May 2011 DOE School Quality Survey, 76% of parents agreed that “[their children were] prepared for the next grade level or school level by the end of the school year.” Sixty percent (60%) of students agreed that “school work is challenging,” while only 4.8% disagreed.

The October 2011 Faculty Survey indicates that 88% of teachers feel that the school curriculum is valued and coherent, relevant, articulated, and integrated. Teachers feel that to a great extent all students have access to a rigorous and relevant curriculum and that it is evidenced through curriculum maps, team teaching, professional development, data teams, a school focus on Quadrant D learning, senior projects, and a wide variety of courses and academic levels

In 2011, 80% of graduates went to a two-year or four-year college or technical school. This trend has been consistent for the past five years. The acceptance into a post-high school program is evidence that the school’s curriculum is, by this criterion, rigorous and relevant.

Learning Centers

Moanalua High School is one of the few high schools to have two Learning Centers (magnet programs) that students inside and outside of the district can request to enroll in. The World Languages Learning Center, which was established at the school nine years ago, provides enrichment activities and programs and opportunities for students to develop and showcase their language proficiency. The Media Communications and Technology Learning Center (or Mene MAC) offers students a chance to explore their interests and develop their skills in media production.

The Hawaii DOE has provided categorical funding for high school learning centers by allocating a .50 FTE teaching position and approximately \$20,000.00 (for equipment, supplies, and other expenses) since the beginning of the high school magnet program in Hawaii. However, the Hawaii DOE may be reducing or eliminating the funding due to state budget cuts.

Some World Language LC funds are used to purchase computers with programs that can handle language transcriptions such as the various forms of symbol writing that characterize the Japanese language. Teachers are trained in the programs and the various day language classes have access to the computers and these programs. MeneMac LC funds are used to purchase needed equipment and supplies such as video cameras, computers and software for editing, and storage devices such as tapes and SD cards. The allocated teacher positions are used for teacher coordinator periods for overall program coordination and evaluation.

World Languages Learning Center

During the first semester of each school year, the World Languages LC organizes and hosts about 250 Japanese students from Moanalua’s “sister school” in Hiroshima (Kokutaiji Senior High School) in an all-day school visitation. Students get to meet students from Japan that they have been corresponding with through email or Blackboard. Students engage in enrichment activities that include visitations by other speakers and groups that provide cultural connections to the languages taught.

The culminating activity for the year is the World Languages Festival, which the Center has sponsored each year for the last 8 years. The Festival is open to the entire state. Students of the various languages taught at different schools have an opportunity to attend the event and participate in a “speech festival” where they demonstrate their proficiency in languages they are studying. They are judged on their proficiency levels. The festival attracts hundreds of student participants and their teachers. In 2012, more than 900 students from around the state participated.

Media, Communications, and Technology Learning Center

The MeneMac Program realized the potential of media studies to engage learners in the highest level of critical thinking and problem-solving and to offer an authentic context in which to meet and exceed the Hawaii Content and Performance Standards and General Learner Outcomes. MeneMac students begin their integrated studies program in Grade 9, taking courses in language arts, social studies, science, and media communications within the learning center. The Learning Center teaching staff collaborates in its planning and designs the integrated curriculum around a yearly theme and quarterly projects that incorporate the different disciplines within the center. The MeneMac Learning Center offers a comprehensive, four-year program that emphasizes the integration of content and technology skills, student inquiry and leadership, and project management/problem-solving skills in authentic contexts.

The MeneMac LC curriculum encompasses a four-year program, with two focus areas--broadcast journalism and film/video production. This course of studies offers a broad, introductory curriculum in the first two years and then student selected focus areas, with more project and career orientation in the last two years.

Learning Center students also have the opportunity to take their English, Social Studies, and Science within the Learning Center. During the first year, they complete their Arts and Communication Pathway core course. In the second year, they take their core courses, with the Arts and Communication Pathway completer course, Digital Media Technology, embedded in the curriculum. At the upperclassman level, students, with content area advisors, design multimedia projects that fulfill content area requirements and offer experiences within the professional and academic community in the area of media communications and technology.

MeneMAC Academy Course of Studies			
Year 1	Year 2	Year 3	Year 4
<i>Core content integrated via Social Studies, English, and Science Learning Center classes</i>		<i>Core content integrated via Social Studies Learning Center classes and via a project-based approach, in individual multimedia projects</i>	
MHH/Civics	US History	World History	Sociology/Psychology
LA 1	LA 2	LA3	LA4
Biology	Chemistry	Physics	Elective

TA 01 Arts & Comm Career Pathway Core	TA 23 Digital Media Technology (embedded credit) TV Production (elective)	Film as Art (elective) Broadcast Journalism I (elective) TV Production (elective)	Electronic Media (elective) Broadcast Journalism II (elective) TV Production (elective)
		RD/Tech Mentorship 1 (TA 23 Directed Study) (elective)	RD/Tech Mentorship 2 (TA 99 CAPSTONE) (elective)

The Learning Center Online Community - Media Central



The MeneMAC learning community went online under the name “Media Central” and as part of the MoHS website. Throughout the past years of the program, Media Central has attempted to provide a supportive space for students, which would both reflect and extend the community-building of our Learning Center.

New Moanalua High School Science Curriculum

Beginning in 2009-2010, the Moanalua High School Science Department implemented a major course curriculum change. Instead of staying with the traditional approach to science course sequence (Biology in grade 9, Chemistry in grade 10, and Physics in grade 11), the Science Department determined that students would receive a more meaningful science education if the science course sequence was based on a rationale of appropriate scaffolding of scientific learning. The new course sequence recognizes that the courses of Chemistry and Biology have changed and that the study of Physics is needed first before taking Chemistry and Biology. The change will possibly require the school to request a waiver from the Board of Education for Moanalua students to be able to take the H.S.A. science test (based on Biology) in Grade 11 instead of in Grade 10.

The professional development journal article below provides the background and rationale for this change.

“Teaching Physics First at Moanalua High School: Ahead of the Curve and Behind the Eight Ball”

by Melissa Goo, Moanalua High School A. P. Biology Teacher

As published in the **2010 Moanalua High School Professional Development Journal**,

March 29, 2010

“After two years of discussing the progress of our students’ science proficiency at Moanalua High School, the science department has embarked upon a journey to change the order in which the three core sciences; biology, chemistry and physics, are taught. This is the story of the transformation, up to this point (it is a work in progress), and the supporting research behind a broad based change in pedagogy that involves teaching physics to all freshmen, chemistry to sophomores and biology to juniors.

Think back on your own high school experience and you probably remember taking science courses in the following order: biology, chemistry, and physics. Many of us graduated without completing all three core sciences, but much has changed in our technological world and many authorities in education now support three to four years of science before graduation. These requirements may go further to require that three of the four years must include biology, chemistry and physics. Currently Hawai‘i’s graduation requirements call for three credits of science. For a Board of Education Recognition Diploma students must include two of the core sciences (Office of Curriculum, Instruction and Student Support [OCISS], 2008).

The success of our economy has been linked to science education by Hawai‘i’s Governor, Linda Lingle. In May, 2007, the Governor signed Act 111 that supported the Hawai‘i Innovation Initiative, which included providing the students of Hawai‘i with skills developed through science, technology, engineering and math in an “effort to develop the innovation capacity of Hawai‘i’s workforce, particularly the younger generation, in order to successfully compete in a global economy.” (State of Hawai‘i Governor Linda Lingle: Continuing the Journey, 2007) With this in mind, I suggest that the way science is taught is as important if not more important than what science is taught. The content of science and technology is changing so fast that it is impossible to keep up with the changes and advancements. This was not always the case. If science has advanced so much in the past century, why is it being taught essentially the same way today?

When deciding to change any process that has been in place as long as the biology, chemistry, physics (BCP) order of teaching the sciences, one must ask what the initial justification was. When I asked teachers and experts in the field of education, several different explanations were offered; some logical, others comical. “They are offered in the order of difficulty” (this assumes that course content has not changed in the past 100 years.) “You need too much math to teach Physics to 9th graders” (this assumes that the amount of math required is not within the control of the teacher.) “They are taught in alphabetical order” (giggle if you must.) “It’s always been done this way (this is closest to historically correct.)

The truth of the matter is that the history of the BCP order of courses started in the 19th century when there was no such thing as a “Biology” course. At the time natural history was taught in schools and eventually developed into courses in botany, zoology, and physiology. In 1899 the New York State Board of Regents created a biology syllabus. In 1907 the first of a series of biology text books was released, Elements of Biology. In 1914 the Collage Examination Board created an exam for biology and the course gradually became popular in high schools because it replaced a number of smaller more specific courses (Sheppard & Robbins, 2006).

In 1899 the National Education Association’s (NEA) Committee on College Entrance Requirements made two significant recommendations. One was to propose that physical geography

be taught in 9th grade, zoology/botany in 10th grade, physics in 11th grade and chemistry in 12th grade. The second recommendation was that one year of science be required for graduation (National Educational Association, 1899). In 1920 the NEA met and recommended that Biology be included in the high school curriculum and that it be taught before physics and chemistry (National Educational Association, 1920). At this point the recommendation was based on the accepted practice of the time (Sheppard & Robbins, 2006).

Originally biology was largely practical (agricultural economy), descriptive and non-technical. Over the next fifty years biology incorporated new scientific advances in evolution, genetics, and biochemistry. The change in content has been significant and currently requires some understanding of physics and chemistry. Hence, the current argument that high school science courses be rearranged and taught in the following order: physics, chemistry and biology (PCB).

This argument is not new. Articles have been written about the topic in respected journals for nearly forty years (Palombi, 1971; Haber-Schaim, 1984; Gaudin, 1984). As the years have passed, continued advances in biology have made the arguments stronger. Take the topic of evolution as an example. Charles Darwin published his book *The Origin of the Species* in 1859 (Darwin, 1859), Ernst Mayr published his book *Systematics and the Origin of Species* in 1942 (Mayr, 1942) and James Watson and Francis Crick published their discovery of the molecular structure of deoxyribose nucleic acid (DNA) in the journal *Nature* in 1953 (Watson & Crick, 1953). These mark a significant change in the content of biology courses and the need for a solid chemistry and physics background in order to understand the content. Students need to understand molecular structure, bonding and electrical forces in order to understand current evidence that further supports the theory of evolution.

Arguments for reforming the way science is taught are supported by statistics on student achievement. In 2000 the National Assessment of Educational Progress (NAEP) study found that only 20% of high school seniors met science proficiency standards (Pattanayak, 2003). As science and technology continue to expand at an exponential rate we need to change our focus from teaching an ever growing amount of content that may never be relevant to students, to teaching science as a way to approach problems so they can increase critical thinking skills and “make choices on critical issues that face them as citizens.” (Pattanayak, 2003)

The first step of reform undertaken at Moanalua High School is to teach Physics in the 9th grade year. This change in curriculum was implemented in the current 2009-2010 school year with the graduating class of 2013. Support and documentation for teaching physics first has been reported by Fermilab in *The State of Physics-First Programs*, 2003. Their rationale for changing to a PCB order of courses

“is the change the three sciences, especially biology, have undergone over the last hundred years. Biology and chemistry are no longer the purely descriptive sciences they once were. Comprehending chemistry in terms of the structure and behavior of atoms relies on an understanding of physical principles, and modern biology requires understanding the chemical functions of molecules such as DNA and proteins.” (Fermilab, 2003)

Teaching physics first requires a shift in pedagogical thought. The first concern is that students will not have enough math background to learn physics concepts. This concern is based on most physics courses requiring advanced math. Teaching a conceptual curriculum allows students to understand the laws of physics that affect them and the world around them in a more hands-on, experiential manner. Algebra concepts can be introduced to students as they need them and in a

way that allows students to apply algebra to real world situations. This supports the math curriculum and should translate into increased math proficiency.

The Physics-First report on schools that have adopted the PCB course order states that chemistry teachers have found they benefit from receiving students who have a basic understanding of light, heat, and electrons (topics covered in physics but not in biology). These teachers also appreciate building on what the students have learned about scientific notation and dimensional analysis (Fermilab, 2003). Biology teachers report that their courses have become more focused on understanding the science of biology rather than memorizing facts (Fermilab, 2003). The science of biology is the application of physics and chemistry to living things. Hence the natural order of teaching biology last in the order sequence of the three courses.

Moanalua High School is fighting an up-hill battle in implementing the PCB curriculum change. Nationally, we will be one of approximately 3% of public high schools that will be teaching physics first. Only 44% of the 3% have moved to the PCB order (High School Committee of the American Association of Physics Teachers, 2006). Our science department has implemented an abrupt switch that has required the department to commit to staffing many more sections of physics. The teachers have agreed to prepare courses that may be new to them and many have collaborated on new curriculum as we move from teaching physical science to conceptual physics to all incoming freshmen. The second year of the process will require twice as many chemistry teachers for one transitional year. Those that typically teach biology will be required to teach chemistry as we accommodate all 10th and 11th grade students. We will also need to coordinate textbooks, equipment and supplies for the increased periods.

Parents have voiced concerns about how students will transfer to other schools that have a different program, honors classes, and options for acceleration. At this point issues are being addressed on a case by case basis.

Finally, Moanalua is addressing issues created by the Hawaii State Assessment (HSA) test. The HSA test is administered to 10th graders in the spring and has a science component (Hawaii State Assessment). The questions on this test are weighted towards life and earth science, both of which are covered in Biology. Our students will not have covered much of the information tested and therefore may do poorly. This creates three concerns: 1) the school will not do well and results will be reported to both the community and parents who will not understand the reason for low scores, 2) our students will feel like they are not prepared for the test and 3) Moanalua may not pass Adequate Yearly Progress (AYP) due to low scores. Through support from the Administration and School Community Council we hope to lessen any negative impact State policies may cause on the eventual success of the program.

Our next steps will include refining our 9th grade physics program. A dedicated core group of teachers continue to write, evaluate and adjust the curriculum in this ambitious endeavor which will result in increased science and math proficiency for our students. In order to measure this progress, we will need to compare test scores and other academic indicators that Moanalua High School has been tracking over several years. One reliable source of information might be ACT test scores. This test is especially promising for several reasons; there is a science section, it is a national test that provides analysis of scores relative to national and state norms, and all Moanalua High School juniors take the test.

Moanalua High School has a reputation for being among the best high schools in the State of Hawai'i. To be the best at anything, calculated risks need to be taken from time to time. The science department is dedicated to be "ahead of the curve" on the best in science education and this position may put us "behind the eight ball" while we address concerns, work through

curriculum adjustments and wait for data. With a supportive faculty, administration and community, we will lead the students towards scientific literacy and provide a positive example for other schools to emulate.”

*“Teaching Physics First at Moanalua High School: Ahead of the Curve and Behind the Eight Ball”
by Melissa Goo*

With the transition from the HCPS to the Common Core State Standards it is anticipated that the present grade 10 H.S.A. science test will evolve into a Biology End of Course Common Assessment that students will take when they complete Biology. This change may address the present concern relating to how Moanalua 10th graders are required to take the Grade 10 H.S.A. Science Test that is based on Biology content although they have not yet taken Biology.

Peer Education

The Peer Education Program has been recognized as a model program by the Hawaii DOE and has been one of the high school programs where the DOE has allocated a .50 FTE position to support program activities. State budget cuts have also impacted peer education programs statewide and categorical state funding has become a year to year issue. Faculty and staff members have indicated that there is a need to continue providing this program if state categorical funding is removed. In a teacher survey in December 2010, 85% of teachers responded that the school should use weighted student formula (WSF) funding to purchase the .50 FTE position if needed.

Summer School

The school administration has continued to prioritize holding a high school Summer School program each year to support students and their access to the school's curriculum and course offerings. A large number of Moanalua High School students request the opportunity to attend summer school in order to both meet graduation requirements while studying other courses of interest. Moanalua High School enrolls approximately 1,000 students each summer (through online registration and lottery) and provides one of the largest summer school programs in the state. Below is an example of the demand for a Moanalua Summer School Program from students during registration:

Student Requests for Summer School Enrollment for Summer 2012	
Requested Summer Course	Number of Students
PE and Health - Grade 9	237
PE - Grade 10	189
Participation in Democracy/ Modern History of Hawaii	21
U.S. History	30
World History	121
Sociology/Psychology	25
English 9	4
English 10	16
English 11	6
English 12	22

Algebra I	10
Geometry	45
Algebra II	23
Senior Project	141

B2: Standard-based Student Learning: Curriculum

To what extent do all students have equal access to the school’s entire program and assistance with a personalized education plan to prepare for the pursuit of academic, individual and school-to-career goals?

All students have access to the school’s entire program and all students received quality instruction and focused assistance with developing a comprehensive Personal Transition Plan through the school’s CAP Program.

The school’s academic program is student centered and based on what all students want and need. The development of the school’s master schedule and academic program begins early in October as students plan and pre-register for the courses of study and programs of study that they want. New courses and programs such as Photography and Mandarin have been added to the master schedule based on student interest and need.

At Moanalua High School, all students have a Personal Transition Plan to guide their high school and post high school academic studies. MoHS has done the following to ensure that all students benefit and receive quality instruction and assistance from CAP:

- allocated for a full time CAP Coordinator to improve implementation and to continuously review and improve the CAP Program
- received approval for new ACCN Courses so that all students can earn credit for CAP
- developed new CAP quarterly assessments for each grade level that students must complete to earn elective credit for CAP
- provided for new CAP lessons and activities
- incorporated the use of the ACT Explore, ACT Plan, and ACT tests into the development of the personal transition plan to prepare all students to be college and career ready.
- provided additional support for students who fail the PTP during the first semester of their senior year, so that they may be able to pass and then meet graduation requirements.

Teachers report that the extensive access and assistance is provided to students as evidenced by:

- (1) comprehensive CAP program is required for all students and graduation.
- (2) students are assisted in selecting career pathways
- (3) self reflection & career and college readiness are implemented
- (4) senior project is available to all seniors
- (5) common course assessments align equal access to classes
- (6) college and career center employs two full time post secondary counselors
- (7) integrated classrooms provide learning for students with special needs in the least restrictive environment

Results of May 2011 Student Survey, 1,393 of 1,722 students or 81% of students said, "I benefited from the MoHS CAP Program."

John Hattie in Visible Learning states that the implementation of a school advisory program similar to CAP has a .72 effect size (.42 is significant) on increasing student achievement.

Moanalua High School CAP Lessons/Activities for SY 2011-2012

GRADE 9 Self-Assessment & Discovery	GRADE 10 Goal Setting & Employment	GRADE 11 College & Career Exploration	GRADE 12 Finance & Independence
"That's Me!" Inclusion & CAP Syllabus	"That's Me!" Inclusion & CAP Syllabus	"That's Me!" Inclusion & CAP Syllabus	"That's Me!" Inclusion & CAP Syllabus
Part 1: 4-MAT Learning Styles Survey	Goal Setting I	Goals and Timeline	Counselor Visitations/Credit ✓ Senior Year Calendar
Part 2: 4-MAT Plotting Instructions and Group Activity	Goal Setting II	Junior Song Practice	Senior Song Practice
Freshmen Song Practice	Sophomore Song Practice	Personal Data Sheet (format)	Counselor Visitations/Credit ✓ Senior Year Calendar
Part 3: 4-MAT Quadrant Activity Sheet	Personal Data Sheet	Counselor Visitations/Credit ✓ Academic Planning Lesson	Detailing Your Personal Data Sheet, Final Copy
Homecoming Pep Rally	Homecoming Pep Rally	Homecoming Pep Rally	Homecoming Pep Rally
Who am I? Why Do I Need to Know?	Academic Planning Lesson	Counselor Visitations/Credit ✓ Academic Planning Lesson	Your Resume, Final Copy
CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT
Registration Materials Issued	Academic Planning Lesson-contd Registration Materials Issued	Registration Materials Issued	Lifetouch Senior Pictures
Academic Planning Lesson	EXPLORE Scores & the World of Work	College Essays/ Personal Statements, Part 1	College Essays/ Personal Statements, Part 2, Rubric
Career Exploration Inventory (CEI) Inclusion and (Steps 1-3)	EXPLORE Compare & Contrast (Video)	PLAN Scores & the World of Work	College Essays/ Personal Statements, Part 2, Peer Review
CEI (Steps 4-6)	EXPLORE Student Analysis	PLAN Compare & Contrast (Video)	Applying to a University of HI Campus
CEI (Steps 7-8)	Decisions, Decisions, Part I	PLAN Student Analysis	What If?...Moving to Plan B
RIASEC Test	Decisions, Decisions, Part II	Letter of Recommendation	Debunking Myths of Financial Aid
Occupational Values Surveys	Job Seeking Attitude Scale	Video: <i>In Search of a College Major and Career Direction</i>	Good Debt, Bad Debt
CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT
Spider / Strengths & Personality	The Resume	Exploring Post-Secondary Options Video: <i>Life After High School</i>	Filling out the FAFSA Form
Strengths II/Work Behavior Style	Cover Letter	Steps to Selecting a School— Types of Schools	Credit Guest Speaker On My Way to College Independence
Which Career Pathway Is For You? (Video)	Counselor Visitations/Job Applications	Trade Schools Community Colleges	Credit Guest Speaker On My Way to College Independence
Career Pathway <i>Arts & Communication</i>	Counselor Visitations/Job Application	Hawaii Colleges (video)	How Does Credit Affect My Ride?
Career Pathway <i>Health/Human Services</i> SQS Survey	Job Interview Video and Role Play	SQS Survey	MAKING COLLEGE COUNT
<i>Career fair lesson</i>	<i>Career fair lesson</i>	<i>Career fair lesson</i>	<i>Career fair lesson</i>
COLLEGE & CAREER FAIR	COLLEGE & CAREER FAIR	COLLEGE & CAREER FAIR	COLLEGE & CAREER FAIR
SA CAMPAIGN RALLY Assembly in gym	SA CAMPAIGN RALLY Assembly in gym	SA CAMPAIGN RALLY Assembly in gym	Senior Assembly in Cafeteria

GRADE 9 Self-Assessment & Discovery	GRADE 10 Goal Setting & Employment	GRADE 11 College & Career Exploration	GRADE 12 Finance & Independence
Career Pathway <i>IET/Natural Resources</i>	Thank you letter (after interview)	College & Career Research	Independent Living ...Show Me the Money?
CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT
Review of Qtr4 Assessment Career Pathway Portfolio	Review of Qtr4 Assessment Employment Portfolio	Review of Qtr4 Assessment College & Career Portfolio	Personal Transition Plan - Reflection 1 <i>"Revisiting CAP9 Career Pathway Portfolio"</i>
Making Sense of Surveys	"McGoogle Cover Letter" CAP Qtr4 assessment	ACT REGISTRATION	Personal Transition Plan – Reflection 2 <i>"Revisiting CAP10, Employment Portfolio"</i>
Career Pathway Selection	Video: "Building the Right Resume & Cover Letter"	ACT Test Prep	Personal Transition Plan – Reflection 3 <i>"Revisiting CAP11, College & Career Portfolio"</i>
"My Personal Dilemma" essay CAP Qtr4 assessment	PLAN Test Prep	How Do I Rate? Where Do I Stand?	On My Way - Who Wants to be a Millionaire?
EXPLORE Test Prep	Why Volunteer	Making a Match...You & Your College	Senior Assembly or Video
EXPLORE TEST – School-wide Testing	PLAN TEST – School-wide Testing	ACT TEST – School-wide Testing	SENIOR ACTIVITY
Awareness Lesson: Introduction to Senior Project	How do I get Involved?	Finalizing Your List	Senior Assembly or Video
CAP-PTP Working Session	CAP-PTP Working Session	"College & Career Choices" CAP Qtr4 Assessment	Backstroke/Appreciations
CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT

Eighty-two percent (82%) of teachers feel that students have equal access to all programs and support for a personal learning plan citing “the school’s CAP program and supportive counseling staff.”

To a large extent, students have equal access to all courses and programs. Students who may not meet pre-requisites may request a course with a pre-requisite and sign a “waiver” acknowledging the requirements and seek approval for registration.

B3: Standard-based Student Learning: Curriculum

To what extent are the students able to meet all the requirements of graduation upon completion of the high school program?

To a great extent, Moanalua High School students are able to meet all requirements of graduation upon completing the high school’s program. In fact, a large majority of graduates exceed or earn more than the required number of credits because of the addition of earned CAP credits and through attendance at summer school. Teachers describe the school’s achievement as follows:

- “the bar is set higher (accommodate)”
- “school has a great graduation rate”
- “2011 was the biggest graduation class for Moanalua”
- “We meet graduation requirements to a great extent. Evidence: 96% graduation rate”
- “over last 8 years consistent average of over 90% graduation rate”

The school normally graduates 92% to 96% or more of its Senior Class. This percentage is due in large part to the extensive student support services that are provided by the school. Students who are in jeopardy are identified as early as possible; parents are notified; and arrangements are made to provide the students with the appropriate options, remediation help, and/or courses of study to help them meet their requirements.

To a great extent students are able to meet all the requirements of graduation upon completion of the school program. Over the past years, Moanalua seniors have maintained a consistent level of performance and have seen an increase in the amount of scholarship and grant awards offered to graduates. The most recent graduating class earned over \$9 million dollars in scholarship offers . Additionally, of the 490 graduates of the Class of 2011, there were 10 valedictorians, 85 Moanalua High Honor Grads, and 122 Board of Education Recognition Diploma recipients.

School Completion

	2008-2009	2009-2010	2010-2011
Total number of Seniors	429	431	460
• Percent of diploma graduates	96.7	96.3%	96.5
• Percent of Certificate of Course Completion	3	6	1
• Percent of Individually Prescribed Program	.9	1.4%	0%
Percent of school completers	97.6%	97.7%	96.5%
School Dropouts	.5%	1.4%	2.0%

School completion and graduation rates are relatively high at about 97%, which is higher than the State average.

Areas of Strength:

- Student driven master schedule and course offerings
- Graduation rate
- H.S.A. Reading Proficiency levels
- New progressive science curriculum
- Addition of new course offerings – Photography, Auto Technology, Mandarin
- CAP Program
- Data Teams
- Robotics

Areas of Growth:

- Reducing achievement gap
- Preparation for Smarter Balanced Assessment Consortium Performance Assessments
- Common Core Transition
- CTE Pathway Course Offerings to increase CTE completers

C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION (HOW ARE STUDENTS LEARNING?)

C1: Standards-Based Student Learning: Instruction

To what extent are all students involved in challenging learning experiences to achieve the Hawaii Content and Performance Standards and the General Learner Outcomes?

- Students are involved in challenging learning experiences to a great extent. They are given the opportunity to achieve the standards & GLOs. Students are given choices in registering for classes. For example, students may register for the appropriate class (Honors, Core, Themes). Career & Academic Planning (CAP) is a valuable tool to help students get a head start on college to prepare them for life after high school. In addition, the Senior Project is a culminating project for the next level of life, whether it be college or a career path.
- Moanalua High School programs that provide students with challenging learning activities include: AP and Honors classes, Senior Project, extracurricular activities (e.g., Marching Band, Academic clubs, sports), IET, MeneMac, and student government. Language Arts and World Languages Programs also host events such as "History Day" and sister-school visits. If students are motivated enough to take advantage of what is offered, the extent to which the school provides the programs is great.

Evidence that can be used to demonstrate this aspect of student learning includes student reflections and instruction surveys.

The results of the recent student survey (2011 School Quality Survey) show student that most students perceive that their learning experiences are challenging. 59.2% of students agreed that "My school work is challenging" and 63.2% agreed that "My teachers emphasize higher level thinking skills and problem-solving skills." It is important to note that only 5% of students "disagree" or "strongly disagree" with these statements and that 30% of students selected "neutral" as their survey response. Results of the same survey show that 75% of parents feel that "our school has high standards-based expectations for all students." According to the recent October 2011 faculty survey, 90% of faculty members feel that at a minimum, "students participate in learning experiences that encourage divergent and evaluative thinking and problem solving and that students use higher level thinking strategies in individual and group projects."

C2: Standards-Based Student Learning: Instruction

To what extent do all teachers use a variety of standards-based strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help students achieve proficiency on the Hawaii Content and Performance Standards?

All teachers use a variety of standards-based strategies and resources to a great extent. Evidence of this includes: a) Senior Project, b) Data Teams (Common Course Assessments and strategies), and use of multiple technologies (e.g., Promethean Board, BlackBoard, Jupiter grades, and Class Jump.

The following technologies are available in the classroom: Promethean Board (Math & Science departments), BlackBoard, Jupiter grades, etc. The computer & Smart Lab are also made available to teachers when computer research is needed to be done. School-wide, teachers have received training in Common Course assessments, Rigor-Relevance framework, and the Data Teams Process.

To a significant extent, Moanalua HS teachers are providing students access to an education that allows them to learn using a variety of standards-based strategies and resources, including technology and real-world applicable experiences. They emphasize higher order thinking skills and help students achieve proficiency on HCPS III quite significantly by their varied teaching resources and skills.

Specific examples include:

- In World Language, students upload images and voice recordings online and all students within the school and a sister school (Japan) are able to share these “projects” with each other.
- In Graphics, students use Photoshop in most of their projects to create real-world, hands-on projects (t-shirts, calendars, magazine covers, etc.).
- In Science, English, & Social Studies, Promethean Boards are being used to help students receive visual and hands-on learning. Science also provides hands-on lab experiences. In English, students read novels and are asked to do Quadrant D projects like creating an essay based on data they collect on a personal limitation they’ve identified in their lives and do an experiment to “improve” upon themselves. For a “Lord of the Flies” unit, students are thrown into a survival experience (e.g. Lost) and have to come up with an escape plan, daily living routine, map of their area, roles of the survivors etc.
- Basic Physics and Biology courses use on-line textbooks that provide on-line enrichment and supplemental activities on PearsonSuccessNet through Pearson Education.
- Promethean Boards help math students learn abstract concepts visually as well. In Algebra II area model (algebra tile) videos are used to reinforce concepts of factoring and distributive property of multiplication over addition.

The results of the recent student survey (2011 School Quality Survey) show student that most students perceive that their learning experiences are challenging. Only 43.4% of students agreed that, "My teachers make learning interesting by using a variety of activities and providing choices for students". Once again, only 5% of students "disagree" or "strongly disagree" with this statement and that 30% of students selected "neutral" as their survey response to this item. Results of the same survey show that 76.3% of parents feel that "teachers give students a variety of ways to show how well they have learned" According to the recent October 2011 faculty survey, 88.1% of faculty members feel that at a minimum, "the instructional staff uses a variety of proven and effective strategies to respond to a range of student needs."

Documentation of Responses on WASC Criterion C - Discussion and Responses from Core Subject Departments - The following are minutes or group memories from accreditation discussions in the subject areas of Language Arts, Math, Social Studies, Science, and World Languages

LANGUAGE ARTS DEPARTMENT - Accreditation Discussion and Responses, June 20 2011

Question C1.

All 9th grade CORE 1 students are involved in challenging learning experiences to achieve the HCPS and the General Learner Outcomes to a good extent. Some examples of students working in my English Language Arts class include:

- *Group/class discussions*
- *Individual/group oral presentations (powerpoint, prezi, etc.)*
- *Research papers/projects*
- *Journals/Reflections*
- *Tests*
- *Performances*
- *Posters (illustrative interpretation)*
- *To a great extent. Advanced Placement students are frequently engaged in rigorous learning experiences that surpass the HCPs. They read grade-level and higher-than-grade-level texts and write papers that require them to function at the highest levels of thinking. The texts span a range of time periods and genres and class discussions encourage students to connect their prior learning and knowledge of history, current events and philosophy to the text at hand. Because AP is an elective class as well as equivalent to a college-level class, students must demonstrate the GLOs in order to perform well.*

Students are given standards driven and GLO based challenging learning experiences nearly on a daily basis. Students frequently stretch their understanding of new vocabulary by creating stories, poems, and songs using the words. We use literature to foster discussions, projects, written responses as well as investigations into social issues.

To a great extent. This is what we do daily in our classrooms. We design and implement our lessons with this in mind. Every year, this is what we work on, analyze, and improve in whatever new incarnation of data-teams or professional development team we are in.

To a great extent. We begin class with an International Phonetic Alphabet philosophical saying which students decode and discuss, followed by journaling for five minutes on topics related to students' lives and concerns. Every class is scaffolded from the prior lessons, and the curriculum in both Humanities and AP English is based on philosophical thinking, Essential Questions, and in connections between curricula and student lives. My research dissertation showed that metaphor can be learned more readily in visual and musical form than in linguistic form, so I use music and art to promote higher level thinking that then translates into literacy in English.

My students routinely do slide and musical metaphor analysis, with personal responses as the final steps. AP students are engaged in small group poetry and novel analysis, and their learning is not directed by me, but instead focuses on discovery learning.

Evidence: student charts, essays, discussions, presentations, final reflections, writing portfolios, CCAs

Question C2.

Throughout the school year, my CORE 9th grade students were actively engaged to a good extent using higher order thinking skills. Some examples of activities and lessons include:

- *Each student taught new vocabulary to the class using their own method and examples*
- *In groups, students wrote creative short stories on chart paper using new vocabulary correctly in a given time*
- *Created prez presentation on Life in Hawaii is Hard, where students are paired up as “married” couples with a specific job and education level trying to make a living in Hawaii. Students learned how to calculate taxes in Social Studies, how to create a healthy balanced meal in Science, how to budget monthly net income in Math, and wrote a 2-page reflection on the project (after presentation)*
- *In groups, students created their own script of scenes in Shakespeare’s The Merchant of Venice and performed their interpretation to the class.*
- *Students edited peers’ papers using what they have learned during writing lessons and correctly using editing marks*
- *Students began using the promethean board to share their group discussions and interpretation/analysis of stories read in class*

To a great extent. Strategies in the AP classroom are similar to those in a regular classroom. Small- and large-group discussion, as well as small group projects, enable students to learn through conversation. The Language class offers more individual projects, oral presentations and timed writings. The Literature class encourages more synthesis between texts read in class and the philosophers it covers. Students write prepared as well as timed essays. They occasionally create mock assessments to integrate their learning. Students read A Whole New Mind, a non-fiction book that is unlike other non-fiction they have read before and we apply the ideas and the author’s argument to current events discussion (weekly) and an independent project (quarterly).

To a very good extent. Of particular emphasis is making sure that higher order thinking skills are achieved, especially in summative and culminating pieces. Including experiences, products, papers, ideas, and presentations that go beyond the textbook and which align to the real world and real world applications are of top priority. The only problem is that technology is limited to our current resources at hand, both at school and what some of the students have at home. Plus technology is not the answer to everything....sometimes a book and a white board can be very effective all on their own.

To a great extent. I use the Standard Based Outcome planning method proposed in research, and in fact taught a graduate class seminar (EDCI 622) in how to use Standards Based Planning in creating units of instruction across the curriculum. My students were all Master’s level candidates and we worked with curricula in math, English, science, social studies, and Hawaiian studies. I used backward mapping in creating both units and lessons in all of my classes.

I allow students a variety of evidence to show their learning from projects, presentations, speeches, essays, conversations, and performances. When I teach a new unit (novel or other unit) I try to refer back to prior learning and incorporate what students have discussed in prior lessons. For example, in AP English students read Aristotle's Nicomachean Ethics by Aristotle as a summer assignment and then we use the ideas of Aristotle and Ayn Rand to evaluate concepts such as friendship, integrity, the value of work, and other Essential Ideas as shown in a variety of literature. In Humanities classes I ask students to compare artists' styles as well as their messages to identify common elements in various aesthetic expressions.

SOCIAL STUDIES DEPARTMENT May 27 2011 WASC ACCREDITATION

CATEGORY C, STANDARDS-BASED STUDENT LEARNING: Instruction

C1. *To what extent are all students involved in challenging learning experiences to achieve the Hawaii Content and Performance Standards and the General Learner Outcomes?*

In general, the Social Studies department feels that our students are exposed to a relevant and challenging curriculum in sync with the HCPS and GLOs.

For the most part, all lessons and assessments are designed in accordance with both the HCPS and GLOs. When possible, teachers identify the skill along with the relevant standard/benchmark. This process provides students with what will be expected of them from the lesson or unit. Often, instruction is given regarding appropriate content and then students are given opportunities to exhibit and stretch their learning in a variety of ways. Assessments may include test taking, synthesizing researched information in order to answer a prompt in essay format, creating an original product like a performance, newspaper, or board game, to doing action research in the field.

Teachers provide students with varying opportunities to meet the standard. Other instructional activities include: oral presentations/public speaking, group collaboration, class discussion, performances/skits, mock trials, role play/simulations, research papers, current events, etc.. There are varying degrees of difficulty attached to each of these strategies as some form foundational learning opportunities while others are meant to be culmination tasks that measure student learning. Summative tasks, like research papers, original or action projects, and performances, are of course more challenging as they require more logical and/or creative thinking in connection to the appropriate content area.

CATEGORY C, STANDARDS-BASED STUDENT LEARNING: Instruction

C2. *To what extent do all teachers use a variety of standards-based strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help students achieve proficiency on the Hawaii Content and Performance Standards?*

Once again there are a variety of methods used to engage students in our content area. We also believe that we have different types of learners (4MAT) and that each student approaches and is engaged by material in different ways.

Direct instruction and small group collaboration are common strategies employed in the classroom to convey content. Direct instruction generally takes the form of lecture or PowerPoint

presentation. On the other hand, students may become the knowledge bearers by getting into small groups to jigsaw and present material to their classmates. This gives the student a more active role in the process.

Teachers also employ relevance and real-life situations to engage students. Some teachers teach content and then ask students to make predictions based on what they've learned, while others start by looking at a current event to introduce material so that students can see how events relate to their lives today. Another teacher has students analyze music lyrics to see how it is reflective of the era in which the song was written. Further, students may be asked to make connections to past events to current ones, like a democratic revolution from the late 1700s to a modern day revolution in Africa or comparing the imperialism of the 1800s to American involvement in the Middle East. Concepts are also treated in a like fashion, where students are asked to see how ideas and theories learned in Psychology or Sociology manifest in their everyday lives.

Student creativity and interest may also drive instruction. Some teachers ask students to create a poem, song or rap to demonstrate their understanding of content. Projects and performances also give students a chance to exhibit their creativity; students may complete an art project/collage, design a skit, create a newspaper, or music video.

Teachers also ask students to take more active roles in understanding content. Students may be asked to interview a historical witness, design and implement a community project to make a difference or may be asked to do research in the field by gathering data about an existing social problem/issue. Students may also prepare for and participate in a debate, mock trial, or simulation, such as a presidential debate or a mock UN Security Council simulation.

Finally, teachers use a number of other resources such as guest speakers, primary sources, online programs (Blackboard), documentaries/videos, Internet resources, etc.. to supplement instruction. For example, some teachers take advantage of the discussion tool in Blackboard to foster student communication and expression. When available, the computer lab on campus is also utilized.

MATH DEPT WASC RESPONSE May 31 2011 WASC ACCREDITATION

CATEGORY C, STANDARDS-BASED STUDENT LEARNING: Instruction

CI. *To what extent are all students involved in challenging learning experiences to achieve the Hawaii Content and Performance Standards and the General Learner Outcomes?*

In the mathematics department, students are involved in challenging learning experiences to achieve the Hawaii Content and Performance Standards III (HCPSIII) and the General Learner Outcomes (GLOs). In each classroom the HCPSIII and GLOs are posted or accessible to each student. Each course has different projects to challenge students. Although all classes are standards based taught and graded, some classes use the HCPSIII to produce a portfolio to determine a student's grade. The portfolio encourages students to reflect upon what they have learned and what they need to improve upon prior to the next assessment. This helps students focus on what they need to study and get help on or to review prior to their next assessment.

A walk through of the mathematics classes will show students working in groups or individually on different concepts for the day. Teachers will give instruction, but always give time for students to practice in class before having to do the concepts on their own at home. Many of the mathematics classrooms have Promethean Boards to help facilitate the

formative feedback. Students respond with their ActivExpressions and based upon their responses, teachers immediately adjust their lessons accordingly.

In Algebra I, a project that students enjoy is a line art project. Students are required to use their knowledge of linear functions to create an artwork based upon a few given guidelines. Students must demonstrate their knowledge of slopes, restricted domains, and writing linear functions.

In Geometry, students do a tessellation project to reinforce their knowledge of rigid in a coordinate plane. There are some basic guidelines, which must be followed, which leads to a variety of different final projects. Another project students do is one that focuses on geometric constructions. In this project students demonstrate their knowledge of how to use the tools of geometry.

In Trigonometry, students do a sine wave project. This project demonstrates how sinusoidal waves are used in everyday applications, as well as the different transformations of a sine equation. Students predict weather of a city based upon different cataclysmic events and write the corresponding theoretical sine wave formulas.

In Pre-Calculus, students do a “face” project. Students use graphing calculators to create a face or character. Students must demonstrate their knowledge of various functions, conics, restricted domains, and use of technology.

In Calculus, students do a project to show their knowledge of Riemann sums and volumes by cross sections. Students are able to visually see what a volume by cross sections are and mean. This helps students better understand this elusive concept.

CATEGORY C, STANDARDS-BASED STUDENT LEARNING: Instruction

C2. *To what extent do all teachers use a variety of standards-based strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help students achieve proficiency on the Hawaii Content and Performance Standards?*

Teachers use a variety of standards-based strategies and resources which engage students, emphasize higher order thinking skills, and help students achieve proficiency on the Hawaii Content and Performance Standards III (HCPSIII). In each classroom the HCPSIII and GLOs are posted or accessible to each student. Also there are the Rigor/Relevance Framework posters in each classroom.

Many of the mathematics classrooms have Promethean Boards to help facilitate the formative feedback. Students respond with their ActivExpressions and based upon their responses, teachers immediately adjust their lessons accordingly. We have ongoing training of how to effectively use the Promethean Boards and their peripherals in the mathematics classroom. Teachers collaboratively share their lessons with each other. We are planning to have each mathematics classroom have a Promethean Board to help facilitate the immediate formative feedback.

As a department, we have a standard-based grading rubric. Teachers collaboratively decided upon the “cut-offs” for what a “A”, “B”, “C”, “D” or “F” would be on a articulation day. Each year we revisit the grading rubric to ensure that everyone is aware and is using the rubric.

We also have common assessments. If the course is a year course, then there is a common assessment at the end of semester 1 and year. If the course is a semester course, then there

is a common assessment at the end of a quarter and semester. These are based upon the HCPSIII that are covered in the courses for each of those time periods.

All mathematics classes have a class set of graphing calculators. This helps teachers to integrate technology into the classroom of how mathematics is used in the real world.

We have used data to determine which students are low achieving on the Hawaii State Assessment (HSA). These students were then given extra tutorial sessions to help them review the concepts and pass the HSA. The students who attended the tutorial sessions showed gains.

We have used Snapgrades and class websites to inform students of their progress in class. Most teachers entered assessment and homework scores on a weekly basis to help parents and students understand their progress in the course. Some teachers used various class websites to give information to students about the course. Lessons, assignments, notes, and classwork are some of the things that can be found on the class websites.

SCIENCE DEPARTMENT WASC RESPONSES FOR ACCREDITATION JAN 11 2012

#1 Content Area Assessments (CCA)

2009 – 2010

- *Quad D Training;*
 - *Gold Seal Lessons*
- *Draft CCA*
- *Finalize EZ's/ EV's*

2010-2011

- *CCA Training:*
- *Data Team Training*
 - *Data Collection*
 - *Content Meeting*
- *CFA Training*
- *CCA Edit (English, Math & Science)*
- *CCA Implement (SS)*
- *Implement Quad D Lessons*

2011-2012

- *CFA connect CCA*
 - *Draft CFA*
 - *Edit CCA*
- *Retrain on CFA*
- *CCS for Math & English*

#2 Use of Student Performance Data for Resource Application

2009-2010

- *Use Explore/Plan/ACT Tests*
 - *CAP Development*
- *Blackboard*
 - *College Entrance*
- *Achieve 3000 (Credit Recovery-Used End of Year Grades)*
- *PLATO (Adult Education)*
- *Promethean Board, Active Expression, Laptops, "Elmos"*

2010-2011

- *Data Teams*

- *Computers for HSA testing*
- *Promethean Boards, Active Expression, Laptops, “Elmos”*
- *SnapGrades---Schoolwide*

2011-2012

- *Read 180 (from HSA data)*
- *“New” PLATO (state DOE purchase)*
- *PB’s-training*
- *JupiterGrades*

#3 Implementation of Strategies for PD

- *2009-2010*
- *Common Course Assessment (Math)*
- *Continuing Standards Based Grading (SBG)*
- *Senior Project*
- *Projects/ Presentations for PD Conference*
- *EOY Teacher Surveys*
- *I Learn Surveys*

2010-2011

- *Quad D Training Rigor/Relevance*
- *Data Teams*
- *Continue SBG*
- *SnapGrades/JupiterGrades*
- *Senior Project*
- *Data/Observations from walk-throughs*
- *Projects/Presentations for PD Conference*
- *EOY Teacher Survey*
- *I Learn Survey*

2011-2012

- **expanded teacher peer mentoring*
- *Data Teams*
- *Continue SBG*
- *SnapGrades/JupiterGrades*
- *Senior Project*
- *Data/Observations from walk-throughs*
- *Projects/Presentations for PD Conference*
- *EOY Teacher Survey*
- *I Learn Survey*

#4 CAP- Career & Academic Program

2009-2010

- *Explore, PLAN, & ACT Tests for all*
- *Requirement to graduate (PTP)*
- *Extended to Admin & Support staff (to teach)*
 - *To lessen class size*
- *Vangie meets with new students*

2010-2011

- *Lessons posted online (Blackboard)*

2011-2012

- *Starting earlier to prepare for college and life after*

#5 Smaller Learning Communities

2009-2010

- *Core 2 9th Grade (2007-Present)*
- *World Language Learning Center*
- *Continue of tsokataiji exchange, speech festival*
- *CTE*
- *Mene Mac*
- *Art Honor Society*
- *Integration-Expanded- Rubric to Evaluate Implementation*
- *CAP Classes smaller (Admin & Support Staff Included)*
- *High stakes grading for PTP credit for graduation*

2010-2011

- *Data Teams*
- *HSA Math Interventions*

2011-2012

- *Read 180 intervention*
- *Auto Shop*

#6 Improve Support for Underperforming Groups

2009-2010

- *Achieve 3000*
- *Expand NT Courses(Co-teaching)*
- *Expand Credit recovery course offerings*

2010-2011

- *Math Restacking*
- *Data Teams*
- *Continued to expand NT Courses*

2011-2012

- *Inclusion/ NT Training for Teachers*
- *Reading 180/Reading Workshop*
- *KHAN Academy*
- *Continued to expand NT courses*
- *Improvement of PLATO program & offering PD for teachers*

World Languages Department WASC/DOE Criteria Questions and Suggested Evidence to Examine, May 26 2011

Category C, Standards-Based Student Learning: Instruction

C1. To what extent are all students involved in challenging learning experiences to achieve the Hawaii Content and Performance Standards and the General Learner Outcome?

The students in the World Language classes at Moanalua High School are actively involved in language acquisition throughout the year in all language classes. The World Language

Department at Moanalua High School is supported by the World Language Learning Center, a state-wide program that provides additional support to selected programs in the Department of Education. Here at Moanalua, the World Language Learning Center has provided additional teacher training, much needed technology tools, supplies and other equipment used to host visiting students from Japanese schools. We also host the only World Language Speech Festival involving close to 900 students from schools across the island. There are 5 standards for World Languages: Interpersonal Communication (conversations in the target language), Interpretive Communication (reading and listening comprehension), Presentation (including prepared and impromptu oral and written presentations), Culture (identification, analysis, application) and Comparisons (grammar and vocabulary analysis and application), with benchmarks focusing on higher level thinking skills as a progression through levels 1 through 5. There are 9 teachers in our department teaching levels 1 through 4 in Hawaiian, Japanese, Spanish, levels 1 through 2 in French and German with Chinese level 1 being added in the 2011-12 school year. In the 2010-11 school year there were 975 students enrolled in World Language courses. Each student is expected to participate in various activities and assessments that provide opportunities to use basic language skills in practical communication as well as cultural situations throughout the year. Rubrics and exemplars are provided for all projects and assessments as guides to the level of achievement expected and the parameters of each project or assessment are clearly spelled out. Students are expected to practice General Learner Outcome behaviors on a daily basis with feedback given frequently and appropriately. The many technology tools we have at our disposal also allow for a wider range of differentiation to meet the varied learning styles of our students. Students are able to apply their learning to more realistic applications and share their work beyond the confines of the classroom on a regular basis. A good example of this would be their participation in the World Language Speech Festival every year. The last speech festival was held on May, 7, 2011. All language students were required to present a memorized speech to an audience of their peers and judges from post-secondary or private institutions. Rating them using a rubric, the students are able to get feedback on their ability to present their pieces. In Hawaiian, students incorporate their ability to speak and understand Hawaiian as they learn and create unique songs and dances or choreograph dances every quarter. The culmination of their ability to understand and produce Hawaiian language and culture is evident as they perform at various venues including the school's May Day Presentation. They also work on Powerpoint presentations to apply their literary skills to present informative pieces on various topics in Hawaiian each quarter. They have also incorporated the use of Voicethread as a tool for oral presentation, collaboration and peer feedback by completing a presentation entirely in Hawaiian.

In Spanish, French and German, teachers try to involve the students in more than just the language by also focusing on cultural awareness and appropriate cultural behaviors. While they address the standards through daily activities, regular quizzes and quarterly exams, they try to focus on the global citizen/ community contributor aspects as they utilize various group strategies. Sharing a common textbook, they follow the articulated progression of grammar and vocabulary through the levels and try to collect evidence through essays, reports, cultural activities, tests and performances. Each quarter, in the upper levels, students present their understanding and analysis of a literary piece or a historical figure's significance in history through a research or position paper. In the lower levels, students participate or do research on significant cultural traditions and celebrations, then create various artifacts to represent their understanding. The Japanese teachers cover basic orthography, starting with Hiragana and Katakana in level 1. Teachers progressively add more complex kanji as applicable during level 2, 3 & 4 along with practical vocabulary and a

progression of grammar that is introduced in the Level 1 and 2 textbook, Adventures in Japanese 1. The upper levels focus on the student focused research and topics of interest for each unit. Rubrics, criteria sheets and, whenever possible, exemplars are provided for every project or assessment so that students can measure their progress towards meeting the standards. Our Japanese data team has been working on redefining the rubrics and criteria to be sure we are consistent throughout the levels. Students do listening and reading comprehension activities, short essay writing, speeches and other oral presentations, reports and keep journals or portfolios to measure their language abilities multiple times a quarter, not necessarily in line with the quarterly calendar, but as they complete the requirements. Additional activities or assessments are added as needed, should the students need more practice or different modes of presenting their learning. Students also participate in many appropriate cultural activities throughout the year as it matches up with actual Japanese events. Each level focuses on various aspects of identifying products, practices and perspectives, finding influence, collecting actual evidence and participating in events in the general community. For example, a final cumulative project to summarize and document their progression in learning and applying various content was required for the Community Project, TV Log Project, Research Project and Manga/Anime Project for Level 2 classes. Students in the Japanese classes have participated yearly in Japan Wizards, a quiz-bowl like, state-wide competition on knowledge about Japan sponsored by the Japan-America Society of Hawaii. Selected students also competed in the state-wide KZOO Hanashikata Taikai, a speech competition aired on the radio for the last 5 years. A few were selected for special awards by the judges. Upper level students were fortunate to participate in the invitation only Japan Day activity sponsored by the Japan-America Society of Hawaii in the fall of 2010. All Japanese students created Nengajo, Japanese New Year's greeting cards, for the annual state-wide contest hosted by the Hawaii Association of Japanese Teachers with many winning awards for their entries. The students have also entered the Leeward Community College Language Arts Essay and Poetry contest for the last 5 years where they have won numerous awards. The World Language Learning Center has also provided opportunities for students to learn languages that are not taught during the regular school day. For the last five years, the after-school, non-credit classes were offered in American Sign Language, Latin, Korean and Mandarin. There were also seminars in Taiko, Bon Dance, and Latin Dance. Due to lack of enrollment, the 2010-11 school year did not include any of the after-school enrichment courses, but plans are in the works to do a day-camp or other classes in the 2011-12 year. Language assistants have also helped with daily in-class practice with students and further curriculum/product development to enhance the resources for the classes.

*WASC/DOE Criteria Questions and Suggested Evidence to Examine
Category C, Standards-Based Student Learning: Instruction*

C2. To what extent to all teachers use a variety of standards-based strategies and resources, including technology and experiences beyond the textbook and classroom, that actively engage students, emphasizing higher order thinking skills, and help students achieve proficiency on the Hawaii Content and Performance Standards?

The World Language Department has actively incorporated a variety of technology tools, real-life experiences, research and activities on a daily basis to enhance standards-based instruction in the classroom and beyond. They have pushed students to incorporate skills acquired in other disciplines and new knowledge learned in the content area to go beyond their comfort zone and build the foundation to communicate effectively in a world language.

The World Language Department is fortunate to also have the support of the World Language Learning Center. The additional .5 position and funds allows for increased access to technology tools. We currently have a mini iPod classic lab with charging cart, Mac laptop lab with charging cart, mini stationary computer lab with both, Mac and PC computers and printer, a Flip Video lab, and other various digital cameras, tripods, and older video cameras. We also have access to various on-line programs such as Voicethread (we have been a DOE pilot school for the last 2 years), Quizlet, Go!Animate, Animoto, Quia, etc. Some of the teachers also use Classjump as their main website along with Blackboard, wiki spaces and other on-line sites to collect, share and assess student work. One classroom is also equipped with a Promethean board.

The various tools available have made it easier for students and teachers to apply and assess language acquisition in basic skills, oral and written interpretation and presentation, conversation, culture awareness and practice, and analysis on a regular basis. Students use a wide range of modes to prepare and present their learning each quarter. The tools available in class even the playing field as many of them do not have access to technology at home. Students use the computers, flip video recorders, and through the activities, the students are given the opportunity to learn together or share their technology skills. Rubrics based on the Hawaii Content and Performance Standards and Benchmarks are common throughout all the languages and levels, and are used to regularly to assess various activities, projects and events throughout the year.

In Hawaiian, students have incorporated more than just traditional oral modes of sharing. They used Powerpoint and Voicethread to document their perceptions and share their voices for one of their projects about family. They used the knowledge they have gained to create their own songs, dances and choreography each quarter. They do daily conversations and try to speak Hawaiian beyond the classroom walls. Actual realia is very limited for Hawaiian students so many of the resources are created or hand-picked by the instructor. A language assistant was hired, on a temporary basis, to help with conversations and interactions in Hawaiian for at least one semester every year for the past 5 years.

In Spanish, German and French, various books, videos and internet sources are used to supplement the basic information in the textbooks. Focusing on culture, beyond just the basic vocabulary and grammar, students were given many opportunities to identify and analyze various aspects of culture and differences in language development. The essays and projects reflect their understanding of how culture has evolved in various parts of the world. They also did various food and craft activities that coincided with actual cultural events throughout the calendar year.

Japanese teachers have used many of the technology tools to record evidence of language application. Some of the teachers also use Classjump as a communication and class management tool to provide information, resources and reminders to the students beyond the confines of the class period throughout the year. Parents are also able to access the Classjump sites without restriction, so they can keep abreast of what their children are doing. Collections of resources, both teacher-made and those found on the internet, are housed there to provide additional help to students that may need more time than what is available during school hours. There is a focus on learning the writing systems in the lower levels with more complex kanji characters added as they progress through the levels. Level 1 and 2 students use Adventures in Japanese 1 as their main textbook with supplemental material making the content more applicable and thorough. Common quizzes and test are given weekly to measure acquisition of basic material and to give feedback to show students what they need to focus on. Through Voicethread, animation and comic creation programs and video recorders, students are then able to showcase their oral and written communication skills. Projects like the Manga/Animation Project and Campus Tour Project show

the progression of student growth throughout the year as they acquire new grammar and vocabulary. Each quarter, students prepared presentations to showcase their learning. Programs like Quizlet and Animoto provide daily opportunities to study beyond the normal use of flashcards and writing repetition practice. The use of Powerpoint and other presentation tools helps the students, not only share their abilities orally, but practice public speaking skills and poise in speaking to a larger audience. Teachers also used these programs almost daily to enhance their classroom activities. The Community Project done in level 2 allowed students to explore the many language application and cultural opportunities that are available in the general community. Tasked with attending and participating in at least one event a quarter, students were able to make connections to the “real world” and apply their knowledge and communication abilities. One of the Japanese classes also created a collection of their original Japanese essays on what they did on a holiday, printed out them out with pictures turned the essays with pictures into a book and sent book to a child in Okinawa through the teacher’s contact. Campus Tour voicethread presentations were also shared electronically with our sister-school in Hiroshima, Japan prior to their visit in October, 2010. We are looking forward to their visit in 2011.

Areas of Strength:

- Professional Development Team, Program and PD Conference
- New Teacher Orientation and Support Program
- Data Teams
- Achieved AYP – reading and math proficiency levels
- Use of Power Walkthroughs to support and improve classroom instruction
- MeneMac Learning Center
- World Languages Learning Center
- Fine Arts – Music and Art Programs
- AFJROTC Program
- Use of Promethean Smartboards
- New MoHS Data Portal
- Co-teaching Teams

Areas of Growth:

- Reducing achievement gap
- Preparation for Smarter Balanced Assessment Consortium Performance Assessments
- Improved use of interactivity devices with Promethean Smartboards
- Training for Educational Aides
- Improved implementation of Data Teams as measured by DT rubric

D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT and ACCOUNTABILITY (HOW IS STUDENT ASSESSMENT USED?)

D1: Standards-Based Student Learning Assessment and Accountability

To what extent does the school use professionally acceptable assessment processes to collect, disaggregate, analyze and report student performance data to the students, parents and other stakeholders in the community?

The school uses professionally acceptable assessment processes to collect, disaggregate, analyze and report student performance data to the students, parents and other stakeholders in the community to a great extent. Evidence of this includes:

- Jupiter Grades
- Report Cards
- ACT Assessments: ACT Explore, ACT Plan, ACT
- Hawaii State Assessment Tests for Reading, Math
- School Community Council Reports
- Special Education Progress Reports (classes and IEP goals)
- Communication through the School Website
- Communication through publications including The Word Newsletter

The school engages in a number of professionally acceptable assessment processes to collect, disaggregate, analyze and report student performance data to the school community. Among these processes are:

- Analyzing test data—HSA, ACT, PSAT, SAT, ACT Plan
- Looking at graduation rates, discipline and suspension information
- Looking at grades and failure rates
- Using information from teacher, parent, and student perception surveys

Example of Moanalua teachers recognized for exemplary classroom assessment practices include: Language Arts teacher, Lynne Sueoka, for being featured in What's Working in High Schools by assessment expert, Dr. Anne Davies in 2007, and Language Arts teacher, Dr. Cris Rathyen, for being featured in A Repair Kit for Grading: 15 fixes for Broken Grades by assessment consultant Ken O'Connor in 2011

D2: Standards-Based Student Learning Assessment and Accountability

To what extent do teachers apply a variety of formative and summative assessments including student self-assessments, to evaluate student learning?

Since 2007, Moanalua High School teachers have received professional development training from some of the most recognized classroom assessment specialists in the world. Examples of assessment experts that have provided teacher training include:

- Anne Davies
- Ken O'Connor
- Dick Jones
- Jay Trujillo

Jay Trujillo is an experienced high school principal from California and a Data Teams trainer from the Doug Reeves' Leadership and Learning Center. Moanalua High School has made a significant commitment to providing teachers with quality training in "How to Write Common Formative and Summative Assessments" and how to "Unwrap the Common Core State Standards." All of the trainings have been successful and some teachers have reflected that the training has been some of the best training that they have ever had. As a result of these trainings, teachers are able to work in Data Teams and apply a variety of formative and summative assessments to evaluate student learning. The following is a list of the trainings provided for Moanalua High School teachers by trainer, Jay Trujillo:

- August 2010 - Data Teams training for core subject teachers
- September 2010 - training on How to Write Common Formative and Summative Assessments; Data Teams training for all teachers
- October 2010 - training on How to Write Common Formative and Summative Assessments; training for Data Team Leaders
- March 2011 - training on How to Write Common Formative and Summative Assessments
- April 2011 - training on How to Write Common Formative and Summative Assessments; implementation of Data Teams
- July 2011 - training on How to Write Common Formative and Summative Assessments, training on unwrapping standards, training on data teams implementation

Teachers apply a variety of formative and summative assessment to a great degree. Evidence of this includes:

- 85% of teacher use assessment to adjust instruction.
- 83.6% of teachers use multiple assessments and student feedback to adjust instruction. In addition, the instructional staff analyzes and evaluates student data via the Data Teams process to adjust teaching.
- 87% of teachers use formative assessments to make changes in teaching.
- 91% of teachers self-report that a student's grade represents what he/she knows and is able to do.
- Only 37% of teachers grade based on traditional percentages;
- 29% use only summative assessment for grading.

To what extent do students and teachers use these findings to differentiate the teaching/learning process for the enhancement of the educational progress of every student?

Students and teachers use the findings from formative/summative assessments to differentiate the teaching/learning process for the enhancement of the educational progress of every student to a great extent (according to teacher responses at least 85%).

Evidence to support this includes:

- a. All teachers are on a Data Team and participate in the data team process;
- b. According to 2011 Professional Development Survey, 87% of the teachers surveyed agreed or strongly agreed that formative assessment results lead to changes in teaching; 83% of teachers surveyed said that they have a clear understanding of how to use formative assessment results to make changes in teaching.
- c. According to 2011 Professional Development Survey, 71% of teachers surveyed said that they have a clear understanding of how to differentiate instruction.

D3: Standards-Based Student Learning Assessment and Accountability

To what extent does the school with the support of the state, complex area and community have an assessment and monitoring system to determine student progress toward achievement of the Hawaii Content and Performance Standards and General Learner Outcomes?

The school administration determines student progress toward achievement of state standards and the Common Core State Standards through the careful collection, analysis, and disaggregation of student learning data using learning results from the Hawaii State Assessment, ACT testing, common formative assessments, common summative assessments, and culminating learning experiences such as the Senior Project. The school's Testing Coordinator/Data Specialist and the school's Registrar perform pivotal roles for data driven school improvement to continue at the school.

The Hawaii DOE has provided teachers and schools with access to a Longitudinal Data System. However, the system is difficult to navigate and use. The LDS was not developed with the classroom teacher in mind and so is not used by Moanalua teachers. The Hawaii DOE has provided teachers in Language Arts and Math with access to the Data for School Improvement (D.S.I.) System but that system is not reliable and has been going through trouble shooting and system improvement. As a result, the D.S.I. is also not heavily used by Moanalua teachers.

Moanalua High School has contracted DataWise to develop a school data system to support classroom teachers and Data Teams to monitor student progress toward achievement of standards and GLOs. The new system prototype has been completed and is going through

more system design using feedback and input from classroom teachers and data team members.

Moanalua High School has also purchased the "Next Navigator" system. This system provides teachers with examples of "next generation assessments" that are aligned with the Hawaii Content and Performance Standards and with the Common Core State Standards. Moanalua teachers in Language Arts and Math have begun to explore and use the system to help provide for guidance in how to prepare our students to be proficient on the new national assessments in 2014.

The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation, and improvement and resources to a great extent. Evidence of this includes

- development of the school's Academic/Financial plan
- development of the school's master schedule
- minutes from Data Team meetings

This list of "evidences" illustrates/supports one or more of the following:

- BOE Requirements
- Assessment of student achievement
 - academic standards
 - expected schoolwide results (AYP)
 - Evaluation of data, resources, etc

D4: Standards-Based Student Learning Assessment and Accountability

To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction and the allocation and usage of resources?

Moanalua High School regularly and to a great extent, uses assessment results for ongoing evaluation and improvement of curriculum and instruction and the allocation and usage of resources. Examples include the allocation and usage of resources for Special Education Co-Teaching Teams, Read 180 intervention, and Math Restacking based on looking at the assessment results of students.

- 85% of teachers feel that teachers use assessments to evaluate student achievement and GLOs and to adjust instruction (4 and 3 on question 48)
- 83.6% of teachers feel that alternative assessments are also used regularly (4 and 3 on question 44)
- Data Teams provide qualitative and quantitative data on direct impact on curriculum and instruction
- 94% of teachers feel that the assessment data is used to determine level of support and allocation of resources (beyond monetary amounts) on a regular basis
 - includes programs, staffing, schedules, training and other resources

Areas of Strength:

- Schoolwide grading policy & standards-based grading
- Professional development in the area of classroom assessment
- Testing Coordinator
- Data Teams
- ACT schoolwide testing program
- Installation of new computer labs for testing
- Use of Next Navigator System to connect HCPS, CCSS, and NGA
- Central District performance assessment activities
- Use of Promethean Boards for feedback

Areas of Growth:

- Reducing the achievement gap
- Preparation for Smarter Balanced Assessment Consortium Performance Assessments
- All teachers to be proficient in using Jupiter Grades to improve communication on student learning
- Required use of D.S.I. System



Faculty members on the Quality Student Support Focus Group

E. QUALITY STUDENT SUPPORT for STUDENT PERSONAL and ACADEMIC GROWTH

E1: Quality Student Support for Student Personal and Academic Growth

To what extent do all students receive appropriate support along with a personalized education plan to help ensure academic success?

All students have access to appropriate support for the following: special needs (ESLL, SPED, At-Risk, 504, etc.); core subjects and Career Technical subjects (remedial classes, regular, GT/Honors, Advanced Placement); special interests (Art, Music, Languages); and, co-curricular activities (Student Government, Clubs, Athletics). To a great extent, all students receive support to develop and implement a personalized education plan (Personal Transition Plan or PTP) to ensure academic success through the following:

- (1) CAP Coordinator and CAP Teachers that follow students for 4 years through the Career and Academic Plan Advisory Program
- (2) Moanalua High School Counseling Department Guidance Counselors
- (3) Moanalua High School College and Career Counselors
- (4) Moanalua High School CSAP Outreach Counselor, CSAP Teachers, Educ Assistants
- (5) Student Services Coordinators
- (6) Special Education Teachers serving as Care Coordinators
- (7) MoHS GPR Team (Quality Assurance Team)
- (8) ELL Teachers
- (9) School Based Behavioral Health Specialists
- (10) Senior Project Teachers, Teacher Mentors, and Community Mentors
- (11) Student Activities Coordinator, Class Advisors, Club Advisors
- (12) Athletic Director, Athletic Coaches
- (13) Student Transition Center as coordinated by the AFJROTC and the school registrar

In the October 2011 survey, 95.2% of teachers overwhelmingly feel that students feel connected and supported by the school - that they receive appropriate support, a personalized plan to ensure success in learning, and are connected to a significant adult. Students had a similar high response where in a May 2011 survey, 81% of students report that "I have benefitted from the Moanalua High School CAP Program" as a result of guidance and assistance with their four year Personal Transition Plan.

E2: Quality Student Support for Student Personal and Academic Growth

To what extent do students have access to a system of personal support services, curricular and co-curricular activities and opportunities at the school and within the community to learn to respect self and others, and to develop civic responsibility?

Overwhelmingly, teachers feel that to a great extent, students have access to support services, curricular and co-curricular activities, and opportunities to develop civic responsibility. Eighty-five percent (85%) of teachers indicated that this is a strength area for the school and that students have access to a variety of integrated and articulated services and opportunities for learning and success.

Comprehensive support services for students include the following: ELL, SPED, At-Risk, Free and Reduced Lunch, the Comprehensive Student Support System (CSSS), a College and Career Center, Library Services, a Campus Safety Committee and Supervision Team, a Bell and School Schedule that support student activities, including time for tutorial periods, and exemplary award winning co-curricular programs such as Student Government and Leadership and School Athletics.

➤ ESLL

The English as a Second Language Learning program at Moanalua services approximately 100 students in Language Arts and Social Studies in Grades 9-12. Of this number, approximately 60 are serviced within the ESLL curriculum and may spend more than one period each day or week participating in ESLL classes in Language Arts, Social Studies, and/or Oral Communication. About another 40 to 50 students are mainstreamed into regular education classes. Two part-time teachers service these students by going to the regular education classes to provide assistance to the students. These part-time teachers also assist with diagnostic testing of students to determine their proficiency levels and thus determine their placement levels in the program. The basic objective of the program is to assist immigrant students with limited English proficiency to acquire basic language skills and "real life" skills to facilitate their adjustment to a new educational, social, and cultural environment.

➤ SPED

The Special Education Department provides an educational program which enables students with special needs to reach their fullest potential. An Individualized Education Program (I.E.P) is developed for each student by the student, parent, Special Education teacher, school administrator, and other appropriate personnel to meet the student's academic and transition needs.

Students are encouraged to enroll in regular education courses whenever possible and assistance is provided by a Special Education teacher who works with the regular education teacher to monitor assignments and provide tutorial and content support for specific lessons, units, etc. For those who are not ready to be mainstreamed into regular education classes, the Special Education Department offers a basic core curriculum which is modeled after regular education classes.

In addition to academic courses, the Department offers vocational education elective courses. These courses provide instruction in pre-vocational skills and career awareness. Technical instruction in specific occupational fields is provided by knowledgeable outside instructors. Students taking these courses may be placed in off-campus work sites for work exploration.

Students in SPED may qualify for a Certificate of Completion at the time of graduation or a regular high school diploma if they have taken credit courses and completed the requirements for the State of Hawaii's diploma program.

The most recent comprehensive review of the Moanalua High School Special Education Department was completed on March 30, 2011 and March 31, 2011. The review is called the Special Education General Supervision and Support Review and the final results were presented to the school on April 12, 2011. The results indicated that Moanalua High School's special education students have access to a system of support services to support their learning and to encourage them to attain high learning expectations to become contributing citizens in society. Some of the findings from the State of Hawaii GSS Review Team include:

"The Moanalua teachers appreciated the fact that they are part of the data teams ...that they are included ... what I appreciated was the flexibility of the scheduling ... it was an opportunity to support students ... instead of force fitting student into classes ... it was a positive thing with a student focus." Harvey Ouchi, State Educational Specialist for Special Education

"What also stood out was that the school was basing decisions on students needs rather than what schools have." Marcy Kagami, Central District Educational Specialist for Special Education

" For implementing co-teaching ... you were doing your homework well ... I visited other schools and they had a rough time ... there was no preparation ...they just jumped into it ... the initial matching of teachers had lot of repercussions if they had to do it again ... they would look at that. You had good teachers and good matches. The teachers really appreciate the support from principals and the administration. If they needed training ... you provided the training. You can see the difference in the satisfaction of teachers and progress of the student."

Harvey Ouchi, DOE State Educational Specialist for Special Education

"This is a snapshot - you are among the first complexes to be looked at for LRE and you did not have a heads up. I came out feeling really positive. You are all moving in the right direction. The teachers are all moving in the right direction. I felt really proud."

Toyie Yonemoto, Central District Special Education Resource Teacher

"I was pleasantly surprised. In other complexes, I've seen movement very slow ... it's like pulling teeth ... nice to hear that teachers were positive."

Harvey Ouchi, DOE State Educational Specialist for Special Education

"The school administration, the general education teacher, the special education teacher, the SSC- ... the message was the same even though the entire team were all interviewed separately. The movement was evident. It was evident to our team that the answers (from individual interviews) were similar. I was really impressed. It was not something you prep for ... it is something you live. It showed it was a system - same as far as the culture and the philosophy. Wow ... the team was really solid. I thought it was very encouraging." Louise Funasaki, District Special Education Resource Teacher

➤ Economically-disadvantaged/Free and Reduced Lunch Program

The numbers of students participating in the Free and Reduced Lunch Program have significantly increased compared to the 2003-2004 figures. The school’s Parent Community Networking Coordinator (PCNC) who administrates the program believes that the school’s new debit card program (implemented in the 2004-2005 school year) has reduced the stigma for a large percentage of students who avoided signing up for the program because they were too embarrassed to be seen picking up their lunch tickets. Now, school identification badges also serve as their computerized lunch tickets through the electronic Meal Tracker Program and the ID badges are merely scanned at the lunch counter.

	School Enrollment	Free	Reduced	Total	Percentage
SY 2003-2004	1892	209	54	263	13.9%
SY 2004-2005	2020	Not avail	Not avail	Not avail	Not avail
SY 2005-2006	1982	260	112	372	18.8

	School Enrollment	Free	Reduced	Total	Percentage
SY 2008-2009	1992	246	121	367	18.4%
SY 2009-2010	2024	257	121	378	18.7%
SY 2010-2011	2003	318	125	443	22.1%

The increase in the percentage of economically disadvantaged will need to be monitored closely since Moanalua High does not qualify for Title I funding.

- CSSS is a school-based delivery of supports and services that ensures student achievement. It includes a full array of services to address the basic needs—emotional, psychological, physical, social, and academic—of all students by providing them with preventive services within the classroom.

These services include several levels: Level 1) basic support for all students in the form of an advisor/advisee Career and Academic Plan (CAP) program, career pathways in Career and Technical Education (CTE) classes, classroom modification, coordinated school health services, differentiation, and family support; Level 2) additional support through collaboration in the form of after school supplementary programs, behavior support plans, consultative and counseling services,

health aide services, peer mediation, and service for homeless students; Level 3) individual school/community-based programs like Advanced Placement courses, GT classes, after school programs for targeted students, group and individual counseling, a Comprehensive School Alienation Program (CSAP), an ESLL English as a Second Language Learner (ESLL) program, Home/Hospital Instruction, and a pregnant and parenting teen program; Level 4) individualized and specialized services from the Department of Education and/or other agencies that include group and individual counseling, CSAP alternative learning centers, Section 504 referral services, early college admittance, and an Employment Training Center (ETC) option; and, Level 5) intensive and multiple agency services that include a DOE-connected intensive program, residential treatment programs, and a substance abuse treatment program.

Accommodations and prevention programs are systematically employed as pre-referral interventions should a student require more comprehensive services. Procedures to request for student assistance beyond the classroom are mapped out and shared with the staff.

- Each student at Moanalua has significant adults in the form of his/her classroom teachers and his/her Career and Academic Plan (CAP) advisor. The school's CAP program has been recognized by other schools and the State as an exemplary program that provides students with some basic personal, educational, and career guidance over the four years of high school. Since its inception, the concept has been incorporated into the State's CSSS program level as one form of basic support that should be provided to students.

At Moanalua, students spend four years with their CAP advisors with whom they meet for 33 minutes each week. Each grade level has its own CAP curriculum that focuses on the following areas: Ninth Grade, knowing oneself; Tenth Grade, life skills; Eleventh Grade, college/career exploration; and, Twelfth Grade, independent living.

Lessons are posted each week on the school's Blackboard site, an interactive, online communication tool that allows administrators, teachers, parents, and students to communicate with each other. Teachers can download and print the lessons from their classrooms to the copier in the teachers' workroom.

- CSAP Outreach Program for At-risk Students

At risk students have access to a comprehensive program that includes on-campus and off-campus program alternatives that involve partnerships with the Moanalua/Aiea Community School for Adults, Honolulu Community College, the military, and the State.

Students who need to make up credits in certain subject areas can take advantage of the school's on-campus after school program that receives support from the adult community school situated on the Moanalua campus. The adult school has purchased Plato, a curriculum-based software program, and 50 licenses that will make it possible for students to access specific subjects in the core subject areas—language arts, science, math, and social studies—with a teacher to provide assistance.

Off-campus options include the following educational alternatives for those who cannot make the adjustment to a regular high school academic schedule:

- High Core, an Alternative Learning Center
- Employment Training Center (ETC), a program done in partnership with the community colleges
- Youth Challenge, an academic program done in partnership with the military
- Job Corps, a job training program done in partnership with the State

➤ Gifted and Talented

For students interested in challenging themselves academically, the school offers a Gifted and Talented (GT) program in Language Arts, as well as Advanced Placement courses in Language and Composition for eleventh graders and Literature and Composition for twelfth graders. Advanced Placement classes in European History and U.S. History are offered in Social Studies, Advanced Placement Chemistry and Biology in Science, and Advanced Placement Calculus in Math. Students and parents over the years have requested that all the AP programs be offered each year instead of some being offered in alternate years.

➤ Career Pathways through Career and Technical Education (CTE)

Those that eventually seek high-skill careers in the vocational education areas are offered the opportunity to participate in the Career and Technical Education Pathways programs that offer certificates of mastery in Arts and Communication, Business, Human Services, and Industrial Engineering Technology.

➤ Music Program

The school's Music Department offers a wide and exciting range of music study and performance. Its band has played in the Rose Bowl parade, in the Macy's Thanksgiving Day Parade, in Japan, and in London. Students who remain in the band program for four years can anticipate traveling to other states and countries at least once every two years. The school's symphony orchestra has the distinction of being the only public school orchestra in the State to be invited to play at Carnegie Hall twice in the last few years.

➤ Library Services

The school's Library is visited by 150 to 300 students each week before school, during recess and lunch, and after school and during tutorial periods. It is open from 7:45 a.m. to 3:15 in the afternoon, although students are allowed to stay as late as 4:00 or 4:30, depending on when the librarians and/or the library clerk go home.

The librarians collaborate with the teachers to teach lessons on the research process, explain issues such as plagiarism vs. documentation and banned books, provide assistance with MLA citations, search for resources for teachers and students, and provide comprehensive assistance to students who need help with personal searches and school assignments.

The Library has 20 computers in its "Cybrary" and computer usage has more than doubled in the last year due to the adoption of a new "Authorized Use Policy."

➤ Learning Centers (see Criterion B)

For students interested in languages, the school maintains two Learning Centers: a World Languages Learning Center, offering courses in Japanese, Spanish, Hawaiian, German, and French. and the school's Media Communications and Technology Learning Center (MeneMAC) offers a comprehensive, four-year program that emphasizes the integration of content and technology skills, student inquiry and leadership, and project management/problem solving skills in authentic contexts. The technology programs at Moanalua include everything from audio and TV production to broadcast journalism and digital media technology.

➤ Co-Curricular Programs

Student Activities and Student Government/ Leadership

Below are the program goals and activities that provide evidence of the exemplary student activities program lead by the MoHS Student Association Executive Council that received the 2011 National Outstanding Student Council Award:



MOANALUA HIGH SCHOOL

Student Activities

2825 Ala Ilima Street Honolulu, Hawaii 96818

Telephone: (808)837-8455, 1152 Fax: (808)831-7903

www.mohs.k12.hi.us OR <http://mohssa.blogspot.com/>

STUDENT ACTIVITIES ONGOING PROGRAM GOALS

GOAL #1: Create and maintain partnerships within the community to foster community service and service learning opportunities while involving as many students and staff as possible.

EVENT/ACTIVITY (TIMELINE)	METHOD	PERSON OR GROUP IN CHARGE
1. Lokahi Donation Drive (1 month)	<ul style="list-style-type: none"> • Hold Grade level/Homeroom competition • Turn donations into gift certificates for needy teens 	<ul style="list-style-type: none"> • Charity Drive Committee

2. Lokahi Collection Day Assistance (1 day)	<ul style="list-style-type: none"> • Provide volunteer assistance at the annual Lokahi Collection Day at Ala Moana Shopping Center 	<ul style="list-style-type: none"> • SA Executive Council and Volunteers
3. Fall and Spring Food Drives (1 month)	<ul style="list-style-type: none"> • Hold Grade level/Homeroom Competition • Give all donations to the Hawaii Foodbank 	<ul style="list-style-type: none"> • Charity Drive Committee
4. Emergency Fund Drives (Varies)	<ul style="list-style-type: none"> • In times of need (i.e. tsunami or hurricane disasters), hold emergency donation/supply drives 	<ul style="list-style-type: none"> • Charity Drive Committee
5. Cop-on-Top Fundraiser for Special Olympics (1 day)	<ul style="list-style-type: none"> • Participate in the annual Cop-on-Top Fundraiser in May • Provide volunteer manpower at collection site 	<ul style="list-style-type: none"> • Charity Drive Committee
6. Officer Goals (Varies)	<ul style="list-style-type: none"> • Require one project from each officer to run from start to finish • Allow for other projects both mandatory and optional throughout the year 	<ul style="list-style-type: none"> • SA Executive Council and Volunteers

GOAL #2: Create and maintain activities within the school to involve as many students and/or staff as possible.

EVENT/ACTIVITY (TIMELINE)	METHOD	PERSON OR GROUP IN CHARGE
1. Homecoming Activities (2 months)	<ul style="list-style-type: none"> • Run Homeroom competitions (dress-up days) • Run Noon Hour competitions • Run Grade level competitions (cheer, banner, sports, song, floorshow, trivia, parade) • Run Night Pep Rally 	<ul style="list-style-type: none"> • Homecoming Committee and Sub-Committees

	<ul style="list-style-type: none"> • Run Day Pep Rally • Hold Parade through community 	
2. Spirit Week (2 weeks)	<ul style="list-style-type: none"> • Run Homeroom competitions (dress up days) • Run Noon Hour Competitions • Hold Powderpuff Football Tournament • Provide Prizes 	<ul style="list-style-type: none"> • SA Executive Council • Spirit Week Committee and Sub-Committees
3. Special Day Dress-Up Competitions (1 week)	<ul style="list-style-type: none"> • Hold school-wide and individual class dress-up competitions for Halloween, Valentine's Day and St. Patrick's Day • Provide Prizes 	<ul style="list-style-type: none"> • SA Executive Council
4. Contest Incentives (1 day)	<ul style="list-style-type: none"> • Offer incentives for certain seasonal events: Halloween Costume Contest, Holiday Door Decoration Contest • Provide Prizes 	<ul style="list-style-type: none"> •
5. Pep Rally Competitions (1 week)	<ul style="list-style-type: none"> • Hold competitions between classes with or without staff teams • Provide Prizes 	<ul style="list-style-type: none"> • Assembly Committee
6. Welcome Back Luncheon (1 day)	<ul style="list-style-type: none"> • Provide luncheon for Fee Payment/Orientation Volunteers 	<ul style="list-style-type: none"> • SA Executive Council
7. Advisors' Luncheon (1 day)	<ul style="list-style-type: none"> • Provide luncheon for Class and Club Advisors at Welcome Meeting 	<ul style="list-style-type: none"> • SA Executive Council
8. Homecoming Appreciation Luncheon (1 day)	<ul style="list-style-type: none"> • Provide luncheon for entire staff in appreciation for everyone's assistance with Homecoming activities 	<ul style="list-style-type: none"> • Homecoming Committee
9. Seasonal Staff Appreciation	<ul style="list-style-type: none"> • Give small gifts to staff members during winter 	<ul style="list-style-type: none"> • SA Executive

(1 day-1 month)	<ul style="list-style-type: none"> • Run the “Mene Thanks” program with individual notes of thanks from students 	
-----------------	---	--

GOAL #3: Create and maintain partnerships with Central District and Moanalua Complex schools to foster better relations between all involved schools.

EVENT/ACTIVITY (TIMELINE)	METHOD	PERSON OR GROUP IN CHARGE
1. Central District Student Council (CDSC) – <i>all year</i> (1 day/meeting)	<ul style="list-style-type: none"> • Elect representatives to the CDSC • Attend quarterly district meetings 	<ul style="list-style-type: none"> • SA Executive Council
2. Central District Intermediate Student Council (CDISC) Workshop – <i>late August</i> (1 week)	<ul style="list-style-type: none"> • Hold a workshop to train CDISC officers on the Interactive Method (IM) of Decision Making • Provide necessary materials and resources 	<ul style="list-style-type: none"> • SA Executive Council
3. Complex Leadership Conference – <i>early October</i> (1 month)	<ul style="list-style-type: none"> • Run a Leadership Conference involving all elementary and middle schools • Evaluate and improve conference after each one is completed 	<ul style="list-style-type: none"> • SA Executive Council
4. Reach Out And Read – <i>late February, early March</i> (3 weeks)	<ul style="list-style-type: none"> • Read to A+ students (usually K-2) at all elementary feeder schools and Aliamanu 	<ul style="list-style-type: none"> • SA Executive Council and Volunteers
5. School Supply Drive – <i>all year</i> (1 year)	<ul style="list-style-type: none"> • Collect school supply donations • Distribute to all complex schools 	<ul style="list-style-type: none"> • Charity Drive Committee
6. Homecoming Parade – <i>mid to late September</i> (1 week)	<ul style="list-style-type: none"> • Allow for participation in the annual Homecoming Parade 	<ul style="list-style-type: none"> • Homecoming Parade Committee
7. Fun Fair Assistance – <i>mid</i>	<ul style="list-style-type: none"> • Provide manpower assistance at two major 	<ul style="list-style-type: none"> • SA Executive

(2 weeks)		
-----------	--	--

GOAL #4: Provide student representation that effectively helps foster positive changes to the Moanalua High School community.

EVENT/ACTIVITY (TIMELINE)	METHOD	PERSON OR GROUP IN CHARGE
1. SA Senate – 103 (1 day)	<ul style="list-style-type: none"> • Hold twice-monthly Senate meetings 	<ul style="list-style-type: none"> • SA Officers
2. Class Council – 103 (day)	<ul style="list-style-type: none"> • Hold twice-monthly Class Representative meetings 	<ul style="list-style-type: none"> • Class Council Presidents
3. School Community Council (SCC) Representatives – 2 (day)	<ul style="list-style-type: none"> • Elect two students to represent the student body on this council 	<ul style="list-style-type: none"> • SA Executive Council
4. Parent-Teacher-Student Association (PTSA) Reps. – 2 (1 day)	<ul style="list-style-type: none"> • Elect two students to represent the student body on this council 	<ul style="list-style-type: none"> • SA Executive Council
5. Elections (1 month)	<ul style="list-style-type: none"> • Run school-wide elections for various events including SA and Class Officer elections and special event courts 	<ul style="list-style-type: none"> • SA Officers
6. Voter Registration (4 months)	<ul style="list-style-type: none"> • Register eligible seniors and juniors for national, state and local elections 	<ul style="list-style-type: none"> • SA Executive Council

GOAL #5: Communicate/Promote student council activities effectively to the student body and community through multi-media technology.

EVENT/ACTIVITY (TIMELINE)	METHOD	PERSON OR GROUP IN CHARGE
1. MOHSSA Blog (varies)	<ul style="list-style-type: none"> • Maintain an SA blog within the Moanalua 	<ul style="list-style-type: none"> • SAC with assistance

2. Morning Bulletin on Closed Circuit (varies)	<ul style="list-style-type: none"> Promote activities through the use of the closed circuit bulletin system Develop “commercial” ads for morning broadcasts 	<ul style="list-style-type: none"> SAC with assistance from SA Executive Council
3. THE WORD Parent Newsletter (1 day/month)	<ul style="list-style-type: none"> Include monthly calendars and articles involving SA activities for the school’s parent newsletter 	<ul style="list-style-type: none"> SAC with assistance from SA Executive Council
4. Bulletin Board (1 day/month)	<ul style="list-style-type: none"> Update main bulletin boards with the latest information 	<ul style="list-style-type: none"> SA Executive Council
5. E-Mail/Text Groups (varies)	<ul style="list-style-type: none"> Allow officers to “spread the news” via email and texting Communicate with officers via email and texting 	<ul style="list-style-type: none"> SA Executive Council

GOAL #6: Assist the school’s academic programs in any way possible through student council activities and or the use of its resources.

EVENT/ACTIVITY (TIMELINE)	METHOD	PERSON OR GROUP IN CHARGE
1. Tutoring Service (1 year)	<ul style="list-style-type: none"> Provide a student volunteer tutoring service for the student body Maintain records of tutors and tutoring sessions 	<ul style="list-style-type: none"> SA Executive Council
2. Senior Project (1 year)	<ul style="list-style-type: none"> Assist the Senior Project classes with possible service learning and community service opportunities 	<ul style="list-style-type: none"> SA Executive Council

	<ul style="list-style-type: none"> • Assist with the set-up of Senior Project Day 	
3. CAP Lessons/Activities (1 year)	<ul style="list-style-type: none"> • Provide CAP Coordinator with lessons and activities from leadership conferences for CA lessons • Assist with CAP/other survey implementation and/or tallying 	<ul style="list-style-type: none"> • SA Executive Council
4. Honor Roll Incentives (varies)	<ul style="list-style-type: none"> • Offer honor roll students different treats each quarter including sundae bar, stick ice cream bars, or other treats 	<ul style="list-style-type: none"> • SA Executive Council

Through various activities, the school provides students with another channel, beyond the classroom, through which they may satisfy their individual needs and interests and move toward self-realization. In addition to expansive student and class government leadership and participation opportunities, there are at least 30 clubs—special interest like the Science Club, service-oriented clubs like the Leo Club, multi-cultural clubs like the Chinese Club, Korean Club, and the Hawaiian Dance Club, and honorary clubs like the National Honor Society, which welcome student participation. Students may be required to meet specific academic, community service, and character requirements for some of the clubs.

Athletics

Another venue of student interest is the school’s athletic program, which fields 52 teams in 19 different sports and services close to 50% of the school’s student body. Students who letter in more than one sport bring the number of participants each year to at least 750. The coaches in the program, who number over 100, monitor their students’ academic progress during the course of the playing season and provide tutorial services after school. Each year, the athletic programs support after-school study halls and service as many as 1,000 students.

In 2008, 2009, and 2010, Moanalua High School received the Kaimana Award for the Outstanding State High School Athletic Program in the Division I Level. The award criteria is very demanding and requires the high school to demonstrate student athlete academics, community service, and sportsmanship (no disqualifications or player ejections from any game or event). Additionally, the school's Athletic Department has been a leaders for the state in the area of piloting and implementing the DOE's Concussion Management Program and for developing a new computerized eligibility system for all public high schools.

The school’s co-curricular and athletic programs are among the most extensive in the State, providing students with opportunities to expand their interests and hone special skills in art, music, athletics, leadership, etc. In the October 2011 survey, 95.2% of teachers overwhelmingly feel that

students feel connected and supported by the school through meaningful ways including the school's co-curricular activities programs.

➤ College and Career Center

A fully-equipped College and Career Center is available for student use and is manned by a full-time counselor and a full-time clerk who work with students to complete their college and career portfolios, assist in career and college online searches, arrange for speakers, arrange for students to interview for scholarships and special awards, help students fill out financial aid forms, and provide a comfortable environment for students to complete their tasks. The current Center has already outgrown its facilities as more and more students take advantage of its services. Students are in the Center from early morning through morning and lunch recesses and after school.

- Cafeteria service includes a hot meal or a variety of salads with choice of dressings, saimin, or nachos. Each choice of meal comes with a half-pint of milk and a self-serve food bar. Breakfast can be purchased before school and at mid-morning break for \$.35 and snacks—rice balls, sandwiches, drinks, and ice cream—can be purchased from the snack bar at the front of the cafeteria.

➤ Campus Safety Committee

The school has a Campus Safety Committee comprised of a student, a teacher, an administrator, and the four members of the school's Security Team. The group meets at least once a quarter to review campus safety issues.

➤ Bell Schedule and Yearly Calendar

Finally, the school's daily bell schedule and yearly calendar provide students (and teachers) with systemic support that provides necessary time and opportunity to complete various tasks.

For example, the bell schedule provides for two tutorial periods—40 minutes on Tuesdays and 25 minutes on Fridays—so students can seek help from their teachers, counselors, administrators, and librarians, make up tests, visit the College and Career Center, work with other students on projects, and/or take care of personal business. On Thursdays, there is a 33-minute CAP class during which students engage in various types of guidance activities and on Fridays there is a 20-minute homeroom where students attend to class or grade level business.

Teacher support is found in common prep time at the end of each day, faculty meeting time on Wednesdays, and one hour professional development time on Mondays.

The school maintains a yearly calendar that supports an exam week at the end of each quarter and semester and provides students more time to prepare for their exams and projects and more time to make up exams and work missed. Teachers also have more time during this time period to work with students, administer make-up exams, and work on their grades.

Also, the school usually offers a five-week, summer school session so students can make up necessary credits or take courses that allow them to take other courses during the coming school year.

Areas of Strength:

- CAP Advisory Program is comprehensive and model program providing personalization for students
- College and Career Counseling Program
- Cocurricular Program: Student Activities & nationally recognized Executive Council
- Cocurricular Program: Athletics & award winning Athletic Program
- CSAP Program / Outreach Counseling Program is very successful in providing alternative education and supporting students and meeting student needs
- Counseling Dept and Peer Education Program
- Data Teams
- CAP Coordinator
- Implementation of Co-teaching
- Implementation of Read 180
- Implementation of Soday Phonics
- Math Restacking

Areas of Growth:

- Changes in personnel and transition to new personnel
- Improved implementation of co-teaching, Read 180, and Soday Phonics
- New bell schedule
- District does not provide for substitute SBBH Counselor when an individual takes leave

SCHOOLWIDE KEY AREAS OF STRENGTH

Schoolwide Areas of Strength:

- School and Teacher Leadership Capacity
- CAP Advisory Program
- Professional Development Team and Program
- Schoolwide Grading Policy
- ACT Schoolwide testing program
- Implementation of Data Teams
- Parent and Community Support & Involvement

SCHOOLWIDE CRITICAL AREAS OF GROWTH

Schoolwide Areas of Growth:

- Changes in personnel and transition to new personnel
- Reducing the achievement gap
- Transition to Common Core State Standards and Smarter Balanced Assessment Consortium national assessments
- Improved implementation of Data Teams, Co-teaching, Read 180, and Soday Phonics
- Transition to new bell schedule structure

Chapter 5: Academic Plan and Strategic Plan

MOANALUA HIGH SCHOOL

ACADEMIC PLAN

SCHOOL YEAR 2012-2013

PRINCIPAL: Darrel Galera

CONTACT INFORMATION:

2825 Ala Ilima Street, Honolulu, Hawaii 96818
(808) 837-8455

SCC ASSURANCES PAGE: Submitted on January 5, 2012
by SCC Chairperson Robert Widhalm

OVERVIEW

SCHOOL VISION:

In April 2003, the MoHS SCBM Council reached consensus on a revision of the school's vision and mission statements that define the school's purpose. This was the result of a two-year long discussion of addressing concerns about a school vision that had originally been crafted in the early nineties.

School Motto
<i>“Kulia I ka nu’u” (Strive for Excellence)</i>
Vision
Moanalua High School is a learning community where, in the spirit of the Menehune, everyone works in partnership to strive for excellence.
Mission
A graduate of Moanalua High School will be able to: <ul style="list-style-type: none">• Demonstrate proficiency in academics• Think critically and creatively in problem-solving situations<ul style="list-style-type: none">• Use positive intrapersonal and interpersonal skills• Exhibit a commitment to our global society

In addition, a year earlier, State Superintendent Patricia Hamamoto led a collaborative process, which resulted in the creation of a new set of Department of Education General Learner Outcomes (GLOs). Because the new GLOs were almost identical to the school's ESLRs, and because there was a need to provide greater clarity and coherence for students, teachers, parents, and the community, the school chose to replace its original ESLRs with the State learner outcomes.

School/State General Learner Outcomes
<ul style="list-style-type: none">• Independent and Responsible Learners• Skilled Collaborators and Team Players• Complex Thinkers and Problem Solvers• Producers of Quality Products and Performances• Effective Communicators• Effective and Ethical Users of Technology

COMPREHENSIVE NEEDS ASSESSMENT:

Excerpt from WASC Accreditation Final Visiting Committee Report (April 6, 2006)

Schoolwide Strengths and Critical Areas for Follow-up

The school staff, students, parents, and community members willingly assisted the WASC Visiting Committee in the collection and clarification of information needed for the *Focus on Learning* self-study process. The Visiting Committee found the key stakeholders to have a genuine interest in improving the quality of education on the school's campuses.

The school identified areas of strength throughout their report, but did not provide a summarized overall list of strengths. The Visiting Committee identified schoolwide areas of strength which are listed below. The school adopted the three goals from the Hawaii Department of Education Strategic Plan for their action plan. The objectives the school identified to support those three goals were chosen by the school to meet the needs of their specific school community.

Schoolwide areas of strength

- The commitment of the teaching and administrative staff to an exemplary professional development program which includes teacher personal learning plans, inquiry groups, and mentor program
- A nurturing school culture with high expectations of students and teachers
- A visionary principal, administrative team, and Leadership Cadre
- A wide array of course offerings and co-curricular activities
- The personal plan for post-high school education through Career and Academic Program
- The intervention process for students encountering academic, social/emotional and/or school adjustment problems
- The active parent participation in supporting the school's programs

Schoolwide critical areas for school improvement

- Continue implementation of the Hawaii Content and Performance Standards and development of content area assessments which provide feedback on student progress in meeting these standards.
- Regularly use student performance data for decision making for resource allocations to facilitate all teachers implementing curriculum and instructional strategies to improve student academic success on the content and performance standards
- Develop a school wide plan to support teachers consistent implementation of instructional strategies learned from professional development activities
- Ensure that all students benefit from participation in the school's CAP Program
- Consider expansion of smaller learning community options for students (i.e., 9th Grade CORE program, MeneMAC Academy)
- Implement curriculum, instruction and assessment practices to improve support for underperforming subgroups

Goal 1. ASSURE ALL STUDENTS GRADUATE COLLEGE AND CAREER-READY THROUGH EFFECTIVE USE OF STANDARDS-BASED EDUCATION	
<ul style="list-style-type: none"> ▪ Guiding Principle 1 – Assessment of and for learning drives instruction ▪ Guiding Principle 2 – Evidence-based instructional strategies 	
Objectives: <ol style="list-style-type: none"> a. Utilize formative assessments, including Data for School Improvement to drive instruction b. Improve schools and system through use of Longitudinal Data System dashboards c. Use high quality standards, curriculum and materials d. Expand opportunities for rigorous Career and Technical Education programs of study within the pathways 	
School Strategies [align with DOE Strategic Plan measures] (SI-5)	
1.	Implement with fidelity the following through Data Teams: (a) 5 Step Process for CFAs, (b) CCSS, (c) Next Generation Assessments from Smarter Balanced Assessment Consortium / Performance Assessment for higher level thinking/Quadrant D Learning, (e) Moanalua HS longitudinal data system (SI 1) (SI 2) (SI 3)
2.	Reduce the achievement gaps between general education students and special education students in math, reading, and writing through the following: (a) inclusion co-teaching; (b) math restacking; (c) Read 180 Program, and (d) Soday Phonics Program (SI 1) (SI 2) (SI 3) (SI 4)
3.	Implement A.C.T. District Testing for Grades 9, 10, and 11 for College and Career Readiness (SI 1) (SI 2)

Rationale:

DATA TEAMS

Current research and studies indicate that the effective implementation of Data Teams can make the necessary connection between school curriculum, instruction, and assessment to result in significant student achievement. The implementation of data teams is the "theory of action" used by exemplary schools and exemplary districts across the nation.

The Data Team Implementation Rubric is one tool that can support school implementation in beginning years. According to leading experts (Doug Reeves), only when there is "extensive implementation" will there be significant results in student achievement. "Extensive implementation" is defined by having ninety percent (90%) or more of teachers actively engaged in the deep implementation process (low or moderate implementation does not lead to any change in student achievement).

A key antecedents of high student achievement is "monitoring" of implementation. Research shows that frequent monitoring dramatically affects student achievement and can lead to two or three times the gains realized when there is limited or no monitoring.

Assessment of Moanalua HS Data Teams:

- Data Team Leaders Survey on May 9, 2011 - 36% of data teams are proficient
- Data Teams Self Assessment Process with trainer Jay Trujillo on July 28, 2011 - 14% of data teams are proficient

REDUCING THE ACHIEVEMENT GAP BETWEEN SPECIAL EDUCATION AND GENERAL EDUCATION STUDENTS

Reducing the achievement gap or difference in learning proficiency as measured by the Hawaii State Assessment (and the ACT battery of assessments) between special education and general education students is a priority goal for Moanalua High School. A comprehensive approach to reducing this gap is needed to provide students who arrive in Grade 9 needing significant support in literacy and numeracy skills. MoHS has developed a new rubric to measure the effectiveness of co-teaching inclusion teams.

MOANALUA HIGH SCHOOL CO-TEACHING GOALS:

- To decrease the gap between all students and special education students in H.S.A. reading and math proficiency by 50% by June 1, 2012.
- To improve performance of 80% of all special education students on H.S.A. reading and math by moving a minimum of one performance level (well below, approaching, meets, exceeds) by June 1, 2012.
- To increase the percentage of special education students with IEPs of more than 80% in General Education (to be determined by SMART goal process)
- To prepare all special education students for next generation national assessments in 3 years (computer skills and performance task skills)
- To improve performance on Special Education students on the ACT Explore, ACT Plan, and ACT tests
- To have all co teaching teams to improve on implementation levels on the Moanalua High School Co Teaching Rubric and to reach proficiency by SY 2012-2013.

ACT METRICS FOR COLLEGE AND CAREER READINESS

The implementation of ACT testing provides valuable information on College and Career Readiness of all students as indicated by respected ACT metrics. This includes: CCR coursework, CCR academic proficiency, and students who indicate that they do not plan to finish high school or do not plan any further education after high school. Also, other important data on student perceptions is provided on school survey questions and career interests.

ACT's College Readiness Standards™

Using thousands of student records and responses, content and measurement experts at ACT have developed detailed statements that describe what students should know and be able to do on the trajectory toward college and career readiness. These data-driven, empirically derived

score descriptors, known as ACT's College Readiness Standards, describe student achievement within various score ranges on the English, mathematics, reading, and science tests on EXPLORE, PLAN, The ACT, and the ACT Writing test. <http://www.act.org/standard/>

How ACT College Readiness Standards Work with ACT College Readiness Benchmarks

The ACT College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in typical first-year, credit-bearing college courses—English Composition, Algebra, social sciences, or Biology. EXPLORE and PLAN Benchmarks provide grade-appropriate minimum score targets for 8th-, 9th-, and 10th-grade students to gauge their progress in becoming college ready by the time they graduate from high school.

ACT's College Readiness Benchmarks

ACT COLLEGE READINESS BENCHMARKS					
TEST	College Course	ACT Test Score	PLAN Test Score	EXPLORE Test Grade 9	EXPLORE Test Grade 8
English	English Composition	18	15	14	13
Math	College Algebra	22	19	18	17
Reading	College Social Studies	21	17	16	15
Science	College Biology	24	21	20	20

Students who meet a College Readiness Benchmark on the ACT have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance or better of earning a C or better in the corresponding entry-level college course or courses. Students who meet a College Readiness Benchmark on EXPLORE or PLAN have a high chance of meeting the College Readiness Benchmarks for the ACT and of being ready for the corresponding college course(s) by the time they graduate from high school. ACT research demonstrates that, compared to students who do not meet the Benchmarks, students who meet the Benchmarks are more likely to:

- Persist to the second year at the same postsecondary institution,
- Achieve a grade of B or higher in first-year college courses,
- Achieve a first-year college grade point average (GPA) of 2.5 or higher,
- Progress toward a college degree, and
- Complete a college degree.

The ACT College Readiness Benchmarks also provide important cross-disciplinary information about students' readiness for postsecondary education and workforce training. Reading, for example, is a critical skill that influences college readiness in all subject areas. Students who meet the ACT College Readiness Benchmark for reading are substantially more likely to meet the College Readiness Benchmarks for English, mathematics, and science. Conversely, students who do not meet the Reading Benchmark are substantially less likely to meet the other three Benchmarks.

Enabling Activities (SW-2, SW-3, SW-4, SW-8, SW-9) (SI-1, SI-2, SI-3, SI-9)	Outcomes Initial Intermediate (SI 5)	Lead (SI 7)	Timeline	Expenditure	
				Description & Funding Source (SW-10) (SI-3, SI-4)	Projected Cost
Schoolwide implementation of Data Teams utilizing the Leadership and Learning Center data team model/process					
A. Formation/reformation of school data teams and selection/reselection of data team leaders and scheduling of data team meetings for year. (SI 1) (SI 2) (SI 3) (SI 4)	100% of teachers will serve on data teams according to course/subject or special assignment 100% of data teams will hold a minimum of 20 data team meetings from Aug 2012 to May 2013	Principal	July 2012		
B. Professional Development and review for all teachers and data team leaders (SI 1) (SI 2) (SI 3) (SI 4)	100% of teachers will complete training in for data teams, how to write CFAs, Quadrant D Learning, and Next Generation Assessments	PD Team	Aug 2012	Contract for Trainer Jay Trujillo	\$5,000.00
C. Facilitation, monitoring and evaluation of data teams (SI 1) (SI 2) (SI 3) (SI 4)	100% of data teams will use CFAs or admin approved metrics in data team process 100% of data teams will incorporate Quadrant D learning (high level thinking and real world application) 100% of "core" data teams (math, language arts, science, social studies) will align assessments to Common Core State Standards 100% of "core" data teams (math, language arts, science, social studies) will align assessments to Next Generation Assessments from the Smarter Balanced Assessment Consortium 100% of data teams will utilize 5 Step	Data Team Leaders	Aug 2012 To May 2013	Stipends for Data Team Leaders	\$25,000.00

	<p>Process (fr Leadership and Learning Center)</p> <p>100% of "core" data teams will utilize the Moanalua HS Data Portal to incorporate the use of student longitudinal data into the data team process</p> <p>90% of data teams or more will be rated at the "Basic Level" by Dec 31 2012 using the LLC Data Team Implementation Rubric</p> <p>90% of data teams or more will operate at "Proficient Level" or higher by May 31, 2013</p> <p>Students will demonstrate increased proficiency on formative and summative assessments used by data teams and as measured by data team SMART Goals</p>				
<p>D. Monitoring and evaluation of data teams using "implementation rubric", data team meeting observations, review of data team minutes, meetings with data teams (SI 1) (SI 2) (SI 3) (SI 4)</p>	<p>100% of data teams will use CFAs or admin approved metrics in data team process</p> <p>100% of data teams will incorporate Quadrant D learning (high level thinking and real world application)</p> <p>100% of "core" data teams (math, language arts, science, social studies) will align assessments to Common Core State Standards</p> <p>100% of "core" data teams (math, language arts, science, social studies) will align assessments to Next Generation Assessments from the Smarter Balanced Assessment Consortium</p> <p>100% of data teams will utilize 5 Step</p>	<p>Principal, Vice Principals, Academic Officer</p>	<p>Aug 2012 to May 2013</p>		

	<p>Process (fr Leadership and Learning Center)</p> <p>100% of "core" data teams will utilize the Moanalua HS Data Portal to incorporate the use of student longitudinal data into the data team process</p> <p>90% of data teams or more will be rated at the "Basic Level" by Dec 31 2012 using the LLC Data Team Implementation Rubric</p> <p>90% of data teams or more will operate at "Proficient Level" or higher by May 31, 2013</p> <p>Students will demonstrate increased proficiency on formative and summative assessments used by data teams and as measured by data team SMART Goals</p> <p>Increase monitoring observations of Data Teams by school administrators from 46% to 70%</p>				
Reducing the Achievement Gap between Special Education and General Education					
A. Implement SPED inclusion through Co-Teaching Program; form and reform co teaching teams; continue training as part of ICLE Co-Teaching Cohort with Larry Gloeckler (SI 1) (SI 2) (SI 3) (SI 4)	100% of Co-Teaching Teams will be rated at "Proficient Level" by May 31, 2013	Principal SPED Dept Dept Chairs		Subs and Stipends for co-teacher team training days	\$5,000

	Meet GSS IEP LRE benchmark (national) of more than 80% of time in general education				
B. Implement READ 180 program for students with special needs (SI 1) (SI 2) (SI 3) (SI 4)	100% of READ 180 students will meet proficiency as measured by the "oral fluency reading" rubric (present proficiency is 62%) 100% of READ 180 students will achieve an increase of at least one proficiency level as measured by the "response and writing" rubric (present proficiency is 40%) 100% of READ 180 students will meet proficiency or increase their lexile level by at least 100 points as measured by lexile levels (present proficiency 9%)	Vice Principal Academic Officer Read 180 Teacher			
C. Implement Souday Phonics program for students with special needs (SI 1) (SI 2) (SI 3) (SI 4)	100% of participating students will increase proficiency in: -CORE Ready Maze Comprehension Test -Reading Curriculum Based Measure -San Diego Quick Reading Test 100% of participating students will maintain or improve performance on: Souday System Criterion Referenced Spelling Test	Vice Principal Special Education Teachers			
D. Implement Math Restacking and Intervention (SI 1) (SI 2) (SI 3) (SI 4)	100% of Math Restacking Students will Pass Algebra I by July 2013	Academic Officer Math Dept Chair			
E. Reduce achievement gaps in H.S.A. and ACT Explore and ACT Plan (SI 1) (SI 2)	Reduce achievement gap between all students and special needs students by 50% on H.S.A. and ACT Explore and Plan	Principal Academic Officer PD Team Data Teams			
ACT Implementation for College and Career Readiness					
Implement ACT Testing and ACT Lessons for MoHS Career and Academic Plan (CAP) for grades 9-12 (SI 1) (SI 2)	100% of students will complete requirements and earn credits for CAP 9,	Principal CAP Coord		ACT Explore Test for Gr 9; ACT PLAN Test for Gr 10;	\$30,000

	<p>CAP 10, and CAP 11</p> <p>100% of seniors will complete CAP 12 and Personal Transition Plan (PTP) to meet graduation requirements</p>			<p>ACT test for Gr 11</p>	
<p>Collect and analyze college and career readiness data through data teams and align instruction with ACT and CCSS (SI 1) (SI 2) (SI 3) (SI 4)</p>	<p>Increase percentage of Grade 11 students meeting ACT College and Career Benchmarks in:</p> <p>English – from 51% to 56%</p> <p>Math – from 32% to 37%</p> <p>Reading – from 35% to 40%</p> <p>Science – from 20% to 25%</p> <p>All 4 subjects – from 15% to 20%</p>	<p>Principal Teachers</p>			

TOTALS/SUMMARY	
Goal 2: ENSURE AND SUSTAIN A RICH ENVIRONMENT AND CULTURE FOR LIFE-LONG LEARNERS	
<ul style="list-style-type: none"> ▪ Guiding Principle 4 – Instructional leadership and professional learning ▪ Guiding Principle 6 – School, home, and community partnerships 	
Objectives: <ol style="list-style-type: none"> a. Ensure rigor, relevance, and relationships in classrooms and learning environments b. Increase personalization with appropriate and timely supports c. Ensure quality professional development, including PDE3 d. Improve performance through a quality performance evaluation process 	
School Strategies [align with DOE Strategic Plan measures]	
1.	Implement Career and Academic Planning (CAP) with greater fidelity (SI 1) (SI 2)
2.	Increase the effectiveness of Grade 9 Core Team Program (SI 1) (SI 2) (SI 3) (SI 4)
3.	Increase levels of personalization and positive relationships through implementation of legacy school programs and practices (CAP, Peer Education, Tribes, CORE, smaller learning communities, and the Rigor, Relevance, and Relationship Framework, We Teach - We Learn Surveys, SQS Survey) (SI 1) (SI 2) (SI 3) (SI 4)

Rationale:

CAREER AND ACADEMIC PLAN (CAP) PROGRAM

Critical areas of follow up identified by the 2006 WASC Visiting Committee included the need for significant improvement of the implementation of the MOHS CAP Program and the expansion of the Grade 9 CORE Program. May 2011 Student Survey, 1,393 of 1,722 students or 81% of students said that “I benefited from the MoHS CAP Program”

John Hattie in Visible Learning states that the implementation of an school advisory program has a .72 effect size (.42 is significant) on increasing student achievement.

GRADE 9 CORE TEAM PROGRAM

Number of Students Receiving “F” for 1st Quarter Final Grade 2011-2012

	CORE TEAM 1	CORE TEAM 2
Language Arts	10	8
Math	13	10
Science	9	13
Social Studies	8	3

PERSONALIZATION & WE TEACH - WE LEARN SURVEY DATA

Results of student surveys indicate the need to improve personalization to higher levels - only 73% of students (grade 11) agreed that "Teachers care about me" in a May 2010 survey. The "We Teach, We Learn Survey" identifies perception gaps between teachers (Questions designated as "TQ") and students (Learner Questions designated as "LQ") in the categories of "Rigor", "Relevance", "Relationships", and "Leadership". The areas of the greatest difference in perceptions include: teacher adjusting instruction vs predictable teaching (50% difference), teacher use of open ended problems for solving vs predictable teaching (47% difference), teacher awareness of student interests (44% difference), leadership informs students of school goals (45% difference).

Rigor

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
TQ1. In my class students discuss and solve open-ended questions and problems.	93	14	
LQ1. In class we discuss and solve problems that have more than one answer.	79		
TQ53. Students are expected to exceed a basic understanding of what is being taught.	82	38	
LQ52. My teachers are teaching me things I already know .	44		
TQ13. I encourage students to create original solutions to complex problems.	81	38	
LQ55 My assignments have predictable solutions.	43		
TQ33. If students are given more challenging work, they do it.	40		

LQ15. If I were given more challenging work in class, I would do it.	49	9	
TQ37. I am expected to make students passing the state test my number one priority.	18	24	
LQ21. Passing the state test is the most important thing I do in school.	42		
TQ41. This school has high expectations for all students.	81	9	
LQ18. This school has high expectations for all students.	72		
TQ45. I expect students to become independent learners.	97	22	
LQ45. I am encouraged to think for myself.	75		
TQ49. I use assessments to plan and adjust my instruction.	94	50	
LQ52. My teachers are teaching me things I already know.	44		
TQ25. Struggling and disengaged learners receive the support necessary to be successful.	53	12	
LQ24. When I struggle in class, I receive help.	65		

Relevance

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
TQ10. Staff are expected to do interdisciplinary planning and projects.	59	8	
LQ26. Some of my classes combine different subjects.	67		
TQ14. Students can apply what I am teaching to their everyday lives.	91	25	
LQ2. I can apply what I learn to my everyday life.	66		
TQ5. Staff are expected to provide opportunities for students to discuss and solve open-ended questions and problems.	90	47	
LQ55. My assignments have predictable solutions.	43		
TQ22. I use information and communication technology (e.g., computers, internet, pda's) to promote learning.	87	16	
LQ6. Teachers use computers in the classroom.	71		
LQ54. Teachers use the Internet in the classroom.	62		

TQ26. I encourage students to explore career pathways.	94	31	
LQ40. My teachers make me aware of different career choices.	63		
TQ9. I encourage students to explore things they find interesting.	91	48	
LQ32. My teachers make learning fun.	43		

Relationships

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
TQ3. Bullying is a problem at this school.	12	12	
LQ27. Bullying is a problem at this school.	24		
TQ11. Staff respect students.	93	26	
LQ5. My teachers care about me.	67		
TQ31. I am aware of my students' interests outside of school.	78	44	
LQ47. My teachers know my interests outside of school.	34		
TQ35. My colleagues are a source of encouragement for me.	79		

LQ19. My classmates encourage me to do my best.	52	27	
TQ47. I know my students' academic interests and goals.	79	36	
LQ17. My teachers know my academic interests and goals.	43		
TQ51. Students talk about academic problems and concerns with me.	82	22	
LQ22. I can share my academic problems and concerns with my teachers.	60		
TQ59. I know what my students are passionate about.	69	35	
LQ47. My teachers know what I love to do outside of school.	34		

Leadership

Indicators	Total in Agreement	Percentage Gap	Discrepancy or Similarity
TQ4. The school administration clearly communicates the goals of the school to staff.	88	45	
LQ49. I know the goals my school is working on this year.	43		
TQ12. Creative thinking is embraced as essential by administration in this school.	82	31	
LQ44. My teachers are always trying new things.	51		
TQ40. School administration takes action on staff concerns and suggestions.	60	9	
LQ57. My teachers take action on student concerns and suggestions.	51		
TQ20. New teachers receive the most difficult work assignments.	19	30	
LQ10. Students make new teachers feel welcome.	49		
TQ52. Teachers have adequate opportunity to contribute to school wide decisions.	63	14	
LQ14. Students are involved in schoolwide decisions.	49		

Enabling Activities (SW-2, SW-3, SW-4, SW-8, SW-9) (SI-1, SI-2, SI-3, SI-9)	Outcomes Initial Intermediate (SI 5)	Lead (SI 7)	Timeline	Expenditure	
				Description & Funding Source (SW-10) (SI-3, SI-4)	Projected Cost
Implement ACT Testing and ACT Lessons for MoHS Career and Academic Plan (CAP) for grades 9-12 (SI 1) (SI 2)	100% of students will complete requirements and earn credits for CAP 9, CAP 10, and CAP 11 100% of seniors will complete CAP 12 and Personal Transition Plan (PTP) to meet graduation requirements	Principal CAP Coord		ACT Explore Test for Gr 9; ACT PLAN Test for Gr 10; ACT test for Gr 11	\$30,000
Improve implementation of Grade 9 CORE Program (SI 1) (SI 2) (SI 3) (SI 4)	95% of students will receive grades of "C" or better	Principal Curriculum Coord Acad Officer CORE Teams			
Increase positive student perceptions about positive school relationships (SI 1) (SI 2) (SI 3) (SI 4)	100% of teachers will implement CAP lessons that include building positive relationships in school.	Principal Curr Coord	March-April 2013 survey	We Teach, We Learn Survey	\$5,000

	<p>80% of students will agree that "Teachers care about me" as measured by the We Teach, We Learn Survey</p> <p>Reduce the gap in perceptions between teachers and students by half or greater for the following We Teach – We Learn Survey dimensions:</p> <p>Teacher adjusting instruction vs predictable teaching (50% difference),</p> <p>Teacher use of open ended problems for solving vs predictable teaching (47% difference),</p> <p>Teacher awareness of student interests (44% difference),</p> <p>School leadership informs students of school goals (45% difference).</p>				
TOTALS/SUMMARY					

Possible Enabling Activities if Supplemental Funds are Available (SW6) (SW7)	Outcomes (SI 5) Initial Intermediate	Lead (SI 7)	Timeline	Expenditure	
				Description	Est \$ Amount
1. Continue with School Academic Officer and School Improvement Support to meet NCLB AYP requirements	<p>a. 100% of teachers will participate in training and support from Academic Officer</p> <p>b. 100% of students will benefit from classroom interventions implemented through support from Academic Officer</p>	CAS	July 2012 to June 2013	Year 4 of Academic Officer for School Improvement	\$90,000
TOTALS/SUMMARY					

Goal 3: CONTINUOUSLY IMPROVE THE EFFECTIVENESS, EFFICIENCY, AND RESPONSIVENESS OF THE EDUCATIONAL SYSTEM	
<ul style="list-style-type: none"> ▪ Guiding Principle 3 – Aligned policies and resources across school, complex area, and state levels ▪ Guiding Principle 5 – Accountability 	
Objectives: <ol style="list-style-type: none"> a. Use effective external and internal communications b. Standardize practices based on data and research c. Empower students, teachers, parents, and community stakeholders to increase student achievement d. Sustain leadership density and increase teacher leadership capacity to increase student achievement e. Achieve high performing school status through a seamless K-12 system and coherent focus on student centered performance indicators f. Implement programs effectively and efficiently to maximize use of resources to increase student achievement g. Implement best practices based on data and research and system coherence. 	
School Strategies [align with DOE Strategic Plan measures]	
1.	Nurture and sustain a school culture of high expectations that values high student achievement by continuing to use a systemic school improvement process that is research-based and data driven; by seeking to be awarded a 6 year Accreditation Term; by meeting selection criteria to again be selected as a 2012-2013 National ICLE Model High School (SI 1) (SI 2) (SI 5)
2.	Build leadership capacity and sustain leadership density (SI 1) (SI 2)
3.	Implement Complex Redesign Plan to become a high performing complex using the Learning Criteria (SI 1) (SI 2)
4.	Design and implement new bell schedule to better meet student learning needs (SI 1) (SI 2) (SI 9)
5.	Implement actions, funding, and timelines that will enable Moanalua High School to meet the annual measurable objective for HQT (100%). (SI 3) (SI 4) (SI 10)
6.	School health aide position to be funded through WSF

Rationale:
SUSTAINING A CULTURE OF EXCELLENCE AND HIGH EXPECTATIONS THAT VALUES STUDENT ACHIEVEMENT:
- address any profound differences in cultures and beliefs in the student importance (student popularity) of high achievement
- research by Sandra Gramm and April Taylor (2007) - second to fourth grade no difference in value of high achievement; by 7th grade - minority males no longer value high achievement increases by 5-6 times; student work valued in classroom and hallways; student work in trophy cases; show value of high achievement; Recognition, celebration ;
Moanalua High School current 6 year accreditation status will expire in 2012. MoHS will be visited by the WASC for accreditation review in Spring of 2012.

PROFESSIONAL DEVELOPMENT:

Professional Learning Communities: In 2002, only 60% of teachers agreed that “school’s professional development was excellent.” By 2010, this increased to 84%. In 2002, only 50% of teachers stated that they clearly understand formative assessment. By 2010, this increased to 91%. In 2004, only 17% of teachers had a clear understanding of standards-based grading. By 2010, this increased to 92%. This improvement in teacher development is attributed to Moanalua’s Professional Development Program and focus on PLCs. Moanalua’s commitment to PLCs will be sustained through the continued implementation of Data Teams. John Hattie in Visible Learning states that the implementation of a quality professional development program has a .62 effect size (.42 is significant) on increasing student achievement. To provide for holistic accountability - single best practice of a "science fair" for teachers where teachers share professional best practices will be implemented. MoHS will hold its’ 12th Annual Professional Development Conference in 2013 for teachers to share best practices.

Improving Classroom Instruction: Focus is on identifying strategies to increase achievement as related to the data teams process and the data team plan to increase student proficiency on CFA and CSA through SMART Goals. The instructional model of the Rigor and Relevance Framework will serve as the foundation for higher level thinking and real world application instruction for Quadrant D learning.

Differentiated Professional Development - research indicates that professional development must not be "one size fits all" and must be differentiated based on teacher needs. PD Surveys will continue to be used for this purpose.

COMPLEX K-12 ARTICULATION AND ALIGNMENT

Continuous improvement is most effective when done as a K-12 complex as compared to pursuing this as individual schools. The Moanalua Complex has been a leader in working for system alignment and improved effectiveness. The Moanalua Complex Redesign Plan guides the complex to become a high performing complex. Below are the data indicators that all complex schools are monitoring as complex schools strive to meet Learning Criteria benchmarks for high performance.

Learning Criteria	Data Indicator	Data Source	MES	RHES	SLES	SES	MMS	MHS		
	% of Ss who are meeting or exceeding reading	HSA	09	76	57	65	81	83	86	2008-09: 58
			10	77	61	72	77	78	85	
			11	77	66	72	88	84	83	2010-11: 72
			12							

Foundation Learning			13							2012-13: 86
	% of K-2 Ss who are meeting proficiency on early literacy targets in reading (learning to read)	Children's Progress	11	74	58	63	70	NA	NA	CPAA state PA – 61 Rdg – 62
			PA	78	66	66	73			
			R					NA	NA	
			12							
			PA							
			R							
% of Ss who are meeting or exceeding math	HSA		09	60	46	51	58	51	47	2008-09: 46
			10	61	46	52	52	47	49	
			11	66	62	60	76	63	56	2010-11: 64
			12							
			13							2012-13: 82
% of 6 th , 8 th , and 9 th grade Ss who meet or exceed proficiency (secondary mark of C or better) in the four core content areas (language arts, social studies, math, science) on the year end report card	Teacher report from end of year Report Card (E-SIS)		11	78.4	57	22	50	82	52.5	
			12							
% of 6 th , 8 th , and 9 th grade Ss who earn units/credits in the four core content areas (language arts, social studies, math, science) on the year end report card	Teacher report from end of year Report Card (E-SIS)		11	97.4	86	86	100	100	47	
			12							
Stretch Learning	% of Ss who successfully complete at least one stretch learning activity in the school year	Students self report via survey	11	96*	95	81	89	69		
			12							
Student	Daily attendance rate	SSIR	09	96.3	94.8	95.3	95.5	96	94	State – 95
			10	96.9	95.5	95.6	97.2	96.1	94.7	
			11	97	96			96.5		

Engagement			12							
	% of Ss who report they learn by doing things, not just sitting and listening	SQS (A - Q#11ele or #12)	09	82.5	85.9	89.8	83.9	65.6	54.5	State elem – 82.07% State mid – 62.16% State sec – 51.08%
			10	80.5	81.3	84.4	76.2	60.9	47	
			11	80.2	70.9	81.7	81.8	65	48.3	
			12							
	% of Ss who report they enjoy coming to school	SQS (satisfaction - Q#38 or #41)	09	76.6	58.3	73.5	66.7	56.7	71.2	State elem – 70.03% State mid – 47.86% State sec – 54.92%
			10	68.6	54.9	70.9	35.7	53.6	73.3	
			11	75.7	68.9	63	43.2	56	74.7	
			12							
	% of Ss who report there is an adult at school who cares and listens	SQS (well being - Q#45 or #50)	09	70.3	69.9	75.8	69.7	59	45.6	State elem – 74.31% State mid– 54.79% State sec– 48.13%
			10	70.8	67.3	76.6	64.3	56.5	49.4	
			11	77.7	55.1	72.9	75	59.8	54.1	
12										
% of 4-12 Ss who participate in school sponsored co-curricular activities	Students self report via survey	11	99	87	96	84	77			
		12								
Personal Skill Development	% of K-6 Ss who receive marks of consistently or usually on GLOs	Report cards	11	64.5	67	42	56.3*	NA	NA	State base 55% (09-10) State BM 59% (11-12)
			12							
			13							
	# of total CH 19 discipline offenses	CH 19 records (ECSSS)	10	12	0	0	1	71	322	
			11	179	6	219		244	363	
			12							
	% of Ss who participate in school service /community service	K-3 Teachers Survey	11 S	97	51	96	81.3	35		

		4-12 Ss self report via survey	C	90	79	93	91.2	37		
			12							
			S							
			C							

NEW BELL SCHEDULE

Act 167 was passed in 2010 to require schools to lengthen the school day on 2011-2012 and again in 2012-2013. Because of funding requirements, MoHS will await guidance from the HDOE before making final plans. MoHS will explore a possible change in a bell schedule for SY 2012-2013.

Funded Enabling Activities (SW 2) (SW3) (SW4) (SW5) (SW10) (SI 6) (SI 10)	Outcomes (SW2) (SI 5) Initial Intermediate	Lead (SI 7)	Timeline	Expenditure (SI 3)	
				Description (SW10)	Est \$ Amount
Empower and involve stakeholders through WASC Accreditation focus groups and self study process that is data driven and research based SI 1) (SI 2) (SI 5)	100% of teachers and staff will participate in focus groups for school self study process 100% of students will respond to surveys on school needs and areas of improvement	Principal	Focus group meetings in Aug, Sept, Oct, Nov, Dec, Jan, and Feb		
Professional Development Plan: implementation of professional learning communities through Data Teams; differentiated professional development for teachers based on teacher needs (SI 1) (SI 2) (SI 3) (SI 4) (SI 10)	All Data Teams will present on best practices and student learning results at annual professional development conference in April 2013 ELL Training will be provided for teachers who have been identified for training New and beginning teachers will be supported by MoHS PD Team through new teacher orientation and support program.	PD Team	April 2013		\$10,000.00
Implementation of 2 year transition plan for	100% of Language Arts and Math teachers will identify curricular gaps	Principal Curr Coord.			\$30,000.00 (apply for

<p>Common Core State Standards. (SI 1) (SI 2) (SI 3)</p>	<p>between HCPS III and CCSS</p> <p>Professional Development Team will attend national conference for training on Common Core State Standards and Next Generation Assessments</p> <p>All stakeholder groups will be informed of the CCSS through community forums and electronic communications</p>	<p>PD Team</p>			<p>curriculum grant)</p>
<p>Implement Complex Redesign Plan to integrate Learning Criteria Indicators to become high performing school/complex. (SI 1) (SI 2)</p>	<p>100% of teachers will implement instructional practices in alignment with Complex Redesign Plan.</p> <p>Students will achieve the determined Learning Criteria Indicator Benchmarks in accordance with the Complex Redesign Plan including:</p> <p>100% of Grade 9 students will earn “C” or better in four core subjects and earn credit in four core subjects</p> <p>100% of students will complete at least one “stretch learning” activity</p> <p>Increase in percentage (to meet or exceed state average) of students that agree with following from School Quality Student Survey:</p> <p>SQS #12 – “I learn by doing – not sitting”</p>				

	<p>SQS #41 – “I enjoy coming to school”</p> <p>SQS #50- “There is an adult that cares about me at school”</p>				
Implement Act 167 to lengthen the school day in 2012-2013 (SI 1) (SI 2) (SI 9)	Per directions from the Hawaii DOE	Principal			
Implement actions, funding, and timelines that will enable the school to meet the annual measurable objective for HQT (100%). (SI 3) (SI 4) (SI 10)	<p>a.1. Hire HQT and assign them to teach classes in which they are highly qualified.</p> <p>a.2. Identify non-HQT, monitor their plans, and provide opportunities and funding to enable them to become HQT. Student achievement will increase from baseline measures in such areas as:</p> <ul style="list-style-type: none"> Classroom work HSA Report cards Student survey Student self assessment Alt assessments e.g. portfolios Assessment Item Bank 	Principal Acad Officer Curr Coordinator			
TOTALS/SUMMARY					

NARRATIVE SUMMARY OF ACADEMIC AND STRATEGIC PLAN:

The 2012-2013 Moanalua High School Academic Plan is based on four cornerstones: the WASC Accreditation Criteria, the DOE Strategic Plan, the BOE policies and compliance requirements that specifically affect the high school level, and the desire of the school and complex to be "high performing" according to the ICLE Learning Criteria.

MoHS will be entering the sixth year of the six year WASC Accreditation Term. A mid term report was completed on March 1, 2009. A visiting team will come to MoHS to review the progress made overall and specifically in regards to the Critical Areas from the 2006 Final WASC Visiting Committee Report from April 23-26, 2012.

The DOE Strategic Plan sets high expectations for Moanalua High School to attain in the areas of foundation learning, specifically proficiency for the Hawaii State Assessment.

New BOE policies relating to new graduation requirements apply to the Class of 2010 and then to the Class of 2013.

Moanalua High School is committed to achieving status as a "high performing high school" and to go far beyond the requirements set for Adequate Yearly Progress. MoHS will develop the necessary metrics and data collection tools and systems to measure "high performance."

MoHS will take a proactive and conservative approach to prepare for changing budget reduction scenarios as it implements the 2012-2013 Academic and Financial Plan.

The following is an excerpt from the 2011 Model School Case Study on Moanalua High School when the school was selected as one of 15 model high schools in the nation to present at the 2011 Model Schools Conference in Nashville, Tennessee:

"The following factors are the most significant in the school's success:

- *School leadership. School leaders practice Quadrant D Leadership and strive to be both visionary and empowering to build leadership density and nurture a culture of high expectations and excellence.*
- *Professional Development Program. The challenge of providing a quality professional development program for a large high school can be daunting. Moanalua's approach has been innovative and both efficient and effective to providing the highest levels of professionalism to lead to increased student learning. The change to advance our PLCs to become Data Teams is the most important change and lesson that can be learned from our school.*
- *Professional Development Leadership Team. This leadership team of teachers and administrators are empowered to provide a teacher-centered professional development program.*
- *Standards-based Grading(SBG). The school's decision to take on the challenge of standards-based grading in 2003 has proven to be one of the best decisions made. "Storming" and planning and implementing SBG for the past eight years (it takes that long) has set the foundation for transforming the school from a traditional high school to a student centered high school focused on learning.*
- *College and Career Readiness Through Advisory. The school's advisory program named the Career and Academic Plan (CAP) Program is the single most important program in the school. Recognized as a model advisory program in the state, it*

- ACT District Testing Program. *The use of the ACT District Testing Program provides quality and meaningful data at a time quality and meaningful data, sorely needed when data presently available to schools has been lacking in validity, consistency, and timeliness.*”

Enumerated List of Elements of School Improvement Plan for Schools in Status for inclusion in Academic Plan:

1. **Using research-based strategies** -- incorporate strategies based on scientifically-based research that address the academic issues
2. **Adopting “best practices”** -- for the core academic subjects, the plan must outline policies and practices that have the greatest likelihood of ensuring that all subgroups of students become proficient by 2013-14 (key is adopting those practices that will benefit all students, not just the subgroups that traditionally
3. **Meeting professional development** -- PD must directly address the academic achievement problems that caused the school to be identified.*
4. **Using professional development funds effectively** -- plan must set specific annual measurable objectives for continuous progress by each subgroup
5. **Setting Annual Goals** -- plan must set specific annual measurable objectives for continuous progress by each subgroup of students.
6. **Outlining parent notices** -- plan must describe how the school will provide written notice about the improvement identification to parents.
7. **Assigning responsibilities** -- plan must specify the responsibilities of the school, district, and state under the plan, including descriptions of the district’s technical assistance and fiscal responsibilities [ref. Title 1 schs]*
8. **Increasing parent involvement** -- the plan must detail strategies to promote effective parent involvement; implement strategies to increase parent involvement, such as family literacy services.
9. **Increasing instructional time** – as appropriate, the plan must incorporate activities for students before school, after school, during the summer, and during any extension of the school year.
10. **Setting up teacher mentoring** – plan must incorporate a teacher mentoring program.

Projected Timeline of Key Events for 2012-2013

June 16, 2012	Moanalua High School to receive WSF Allocation
July 1, 2012	FMS system closed – no purchase orders or transactions
July 1, 2012	School receives results of SAT, ACT, ACT PLAN testing
July 9, 2012	VPs report to work
July 17, 2012	H.S.A. and AYP Results embargoed until this date
July 28, 2012	New school year begins – teachers report
August 10, 2012	Enrollment count date – determines enrollment adjustment – increase or decrease in WSF funds Moanalua High School to receive SPED funding
September 2012	Homecoming 2012
October 2, 2012	End of 1 st Quarter; teachers enter grades by October XXX; review of grade reports
October 15-31, 2012	Registration for 2013-2014
October 30, 2012	Moanalua High School to receive procedures for academic and financial plan for 2013-2014
October 30, 2012	Health and Safety Compliance - FIRE INSPECTION
October 23 2012	QUARTERLY PROGRESS REPORT DUE TO CAS
October 2012	Visit by Hiroshima Kokutaiji Senior High School (300 students)
November 1, 2012	Receive data on Senior Exit Survey, SQS Survey, SSIR
November 30, 2012	Health and Safety Compliance – SCHOOL INSPECTION
Dec 18, 2012	End of 2 nd Quarter – teachers enter grades by January 12, 2013 – review of grade reports
Dec 31, 2012	Deadline for AFP for 2013-2014
January 15, 2013	QUARTERLY PROGRESS REPORT DUE TO CAS
February 25, 2013	Kinaole Awards fundraiser event
April 1, 2013	QUARTERLY PROGRESS REPORT DUE TO CAS
April 23, 2013	12 th Annual Professional Development Conference
May 19, 2013	Commencement / Graduation Ceremony
June 16, 2013	QUARTERLY PROGRESS REPORT DUE TO CAS

NOVEMBER 16, 2011 TEACHER SURVEY ON ACAD PLAN

Do you support funding for the SPED Dept in a similar manner as funding for all departments?

YES 77%

Do you support use of a teacher position for Read 180 if MoHS cannot get position from District Office?

YES 83%

Do you support requirement of Senior Project for all students?

YES 24%

Do you have questions on the AFP for 2012-2013?

Consider changing CORE to regular; check data of sophomores coming from Core – grades poor – we are only delaying the transition to the major system of high school.

We should eliminate the preps that so many receive.

No federal money for SPED?

Could we have a computer lab monitor after school every day for a couple of hours? That way students who cannot use computers at home can do computer based homework at school before they go home.

Can we start allocating money for PD credits? It has been a few years since we have done that and it seems that we spend so much time on PD with Data Teams we should be further rewarded with an opportunity to earn PD credits with a portfolio. God knows we need money.

Where are Obama's funds? Is the state not funding education anymore? Where are you going to make the cuts?

Peer Education should be an elective class – not supported.

PEP support – how much is supported by DOH? Can't it be a regular elective?

APPENDIX

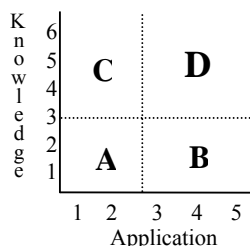
Moanalua High School 2011 Model Schools Case Study

Honolulu, Hawaii

Prepared by International Center for Leadership in Education

A Model of
 Professional Development
 Career and Academic Plan
 Advisory
 Use of Learning Criteria
 Standards-based Grading
 Senior Project & Personal Skill
 Dev
 Media Communications
 Technology
 World Class Music Education

Rigor/Relevance Framework



By the Numbers
 2,100 students
 80% minority
 20% free/reduced lunch
 10% with disabilities
 10% English language
 learners
 AYP not met

Executive Summary

Moanalua High School is a comprehensive high school with grades 9–12, located just outside of the city of Honolulu, 3 miles north of Pearl Harbor. The school’s approximately 2,100 students represent a wide range in diversity and socioeconomic levels. The education program follows a five-day rotating six period schedule that offers core and elective courses in academic, CTE, fine arts, and performing arts programs. High expectations and high standards help motivate students enrolled in each of the academic programs and levels: Advanced Placement, Honors, and College Preparatory.

Beginning in the spring of 2001, the school launched an innovative professional development program for all faculty members. After a decade of making professional development for teachers a school priority, the school is now recognized as a leader in how to build and sustain a professional learning community that leads to increased student learning.

All administrators serve as instructional leaders and provide leadership that is collaborative, supportive, and empowering, involving faculty, staff, and students in decision making and ownership of key school initiatives. The school makes consistent use of data to evaluate programs and to pinpoint areas in need for new or revised programming. Moanalua High School is the only high school in Hawaii that is part of the ACT national District Testing Program and is approved to administer the ACT test to all juniors on a special ACT approved testing day. The school also administers the ACT Plan test to all sophomores, and the ACT Explore test to all freshmen.

The school has a long history and tradition of success in music and the performing arts. Over the years, the athletic program has grown to become one of the largest and most successful in the state and was recognized as Outstanding High School Athletic Program in 2009 and 2010 (Kaimana Award). The Co-curricular Program is exemplary and provides numerous opportunities for more than 2,000 students to participate in one or more of these activities each year.

The school culture is student-centered and positive and has resulted in success in improving the academic performance of students, while maintaining the tradition of achievement in academics, music and fine arts, media communications, athletics, and professional learning for faculty and staff. The school is dedicated to continuous improvement and to serving as a leader for other schools in the district and state. A strength of the school is the highly dedicated and committed faculty of teachers and support staff that focus first on relationships and building community in each classroom. Teachers continually strive to provide for the highest levels of rigor and relevance in learning and they challenge students to be problem-solvers,

critical thinkers, and innovators. Teachers and administrators are very proud of their Moanalua roots and many graduates of the high school perpetuate the Moanalua tradition of excellence by returning to teacher and give back to the school that they love.

1. School Culture

Schoolwide Strength: "A nurturing school culture with high expectations of students and teachers."
2006 WASC Accreditation Final Report

In the Hawaiian language, the concept of "kina'ole" is defined as "doing the right thing, at the right time, with the right feeling, for the right reason." It is this concept of "kina'ole" that exemplifies the culture of Moanalua. For the past seven years, the Annual Moanalua High School Kina'ole Awards event had celebrated and recognized outstanding alumni and community leaders who model high expectations, integrity, compassion and service to others, innovation, and professionalism. These are the "doing the right thing" attributes that define the school culture of Moanalua High School.

High expectations for student learning, student leadership, and citizenship have been the foundation of the school culture since the school opened in 1972. As a result, the school is recognized for its rigorous academics and has sustained an award winning tradition and is for many a school of choice for students living outside of the district. Moanalua is often referred to as the private school of public schools, and indeed, Moanalua students perform at the highest levels and school programs are often the leading edge of innovation and creativity for the state. These programs receive a high number of applications from students residing outside of the district and only a fraction of the applications can be accepted due to the high school enrollment.

Personalization is the key attribute of the school culture at Moanalua. Students want to come to school and students feel that faculty and staff members care about them. All administrators and many teachers are "Tribes Trainers" or Tribes trained and place a high priority on the building of community and relationships in classrooms. Using Tribes or other similar approaches, teachers focus on creating for an inclusive classroom and then strive to get to the level of influence and community.

Smaller learning communities - both formal and informal - help to make the large high school feel small and the school's exemplary advisory program (called CAP - Career and Academic Planning) provides each student with a significant adult advisor and mentor to guide and support each of them through four years of high school.

Beginning in the spring of 2001, the school launched an innovative professional development program for all faculty members. After a decade of making professional development for teachers a school priority, the school is now recognized as a leader in building and sustaining a professional learning community that leads to increased student learning. In the 2009 book entitled, Other Duties As Assigned – Tips, Tools, and Techniques for Expert Teacher Leadership, ASCD, 2009 author Jan Burgess identified Moanalua High School's Professional Development Program as a "gold standard."

Moanalua's school culture and tradition for excellence is evidenced by the words of Dae Sung Lee, Master Instructor of the U.S. Tae Kwon Do Center, graduate of the Class of 1977, and a recipient of the 2011 Moanalua High School Kina'ole Award. He shares that, "*Moanalua High School is very special to me. It is a great school that has produced lots of great leaders, because they (the teachers and administrators) are great leaders. I'm proud that I can say that I am a graduate of Moanalua High School.*"

2. Foundation Learning

Increasing all levels of student learning and student achievement continues to be our primary mission. The challenge of hitting the state's moving target and our school's commitment to coherent, research-based and data driven planning has resulted in the school efforts at: (1) improving grading practices to better use data from grades, (2) implementing the ACT District Testing Program, and (3) establishing of Data Teams (Doug Reeves) to connect classroom learning with the Hawaii State Standards and the Hawaii State Assessment.

Standards-based Grading: Beginning in 2003, MoHS embarked on a long journey to make sense of the inconsistent grading practices that did not promote attainment of standards. Early attempts to review data on grades were largely inconsequential given the inconsistency of teacher practices. Thanks to a close working relationship with grading expert Ken O'Connor that began in 2003, and after eight years of developing and implementing a Schoolwide Grading Policy, grading practices have significantly improved and are more consistent. As a result, using data relating to grades can be done with a higher degree of confidence and that set of data has more meaning for analyzing our progress in foundation learning.

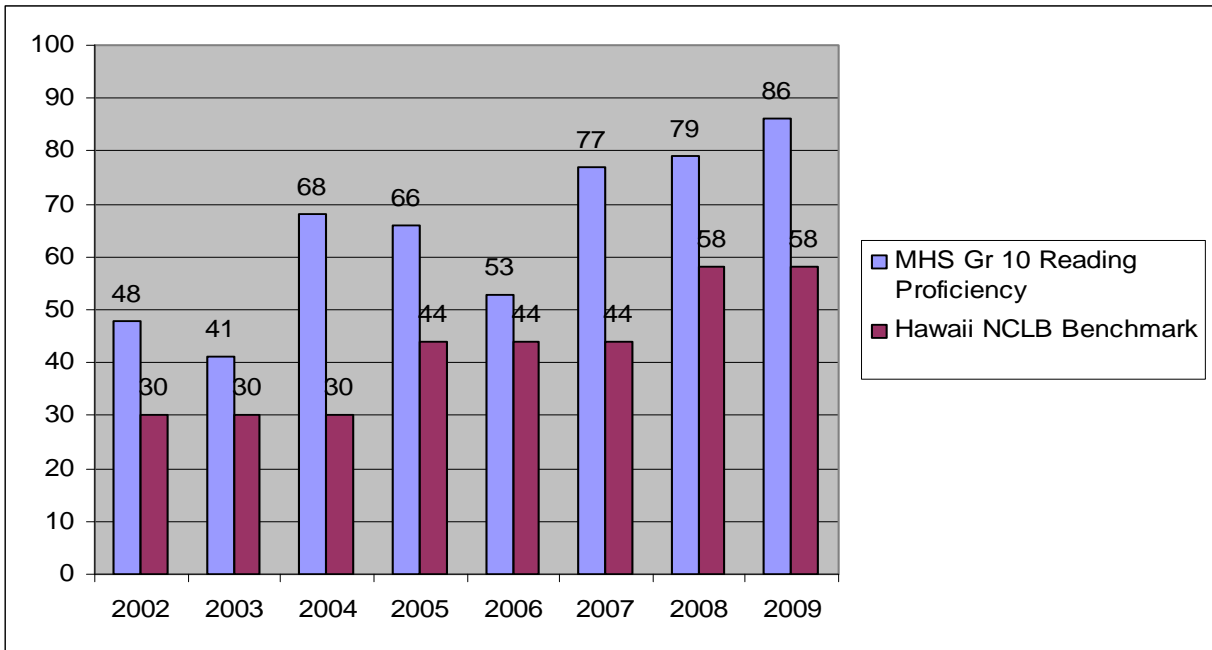
State Testing vs ACT District Testing Program: State assessment in Hawaii has been a moving target. The state testing is administered to all tenth graders and passing the test is not a requirement for graduation in Hawaii. After implementation in 2002, the state test (H.S.A.) was significantly changed in 2006 making comparison of results before and after problematic. Another recent change in 2010 providing students with three multiple online testing opportunities has added another significant change for schools in terms of analyzing results related to foundation learning. Within the context of the changes described above, the school results in the state test, showing significant gains and positive trends from 2002 to 2010, consequently have to be given less weight

- An average graduation rate of 91% from 2003 to 2009
- An average college going rate (two and four year college) of 87% from 2003 to 2009
- An increase in the percentage of students scoring a 3, 4, or 5 on A.P. tests from 44% (2006) to 57% (2009)
- An average annual increase of 7.5% in grade 10 reading proficiency from 2003 to 2009
- An average annual increase of 4.3% in grade 10 math proficiency from 2003 to 2009

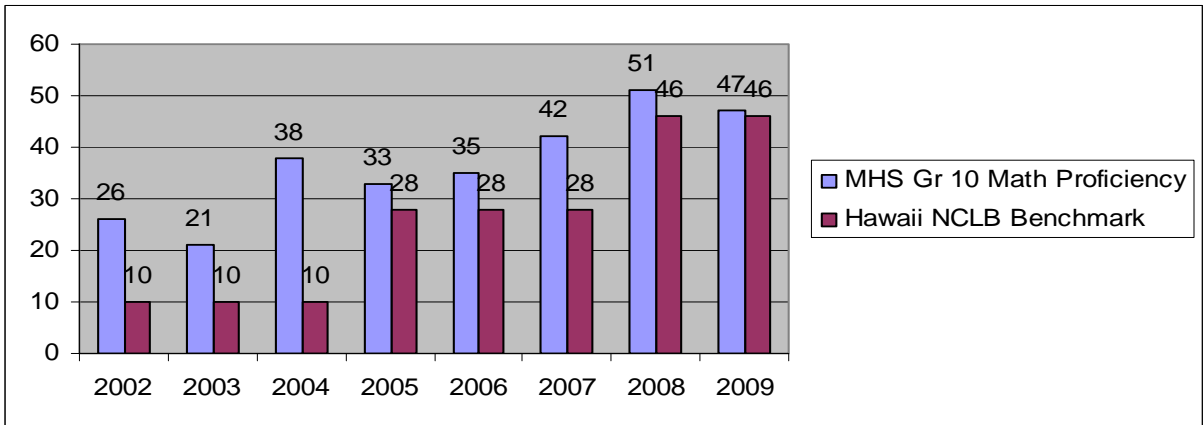
Moanalua's implementation of the ACT district testing program has proven to be important given the changes in Hawaii testing. Instead of spending weeks for state testing, we spend a single school day to administer the ACT Explore to all ninth graders, the ACT Plan to all tenth graders, and the ACT to all juniors. Instead of aiming at a constantly changing target, we are able to compare results of this achievement test nationally. This has helped us to better analyze our progress in foundation learning in our core subject areas.

Beginning in August 2010, Moanalua implemented Data Teams, the process developed by Doug Reeves' Leadership and Learning Center. The school's thirty data teams have applied the lens of the Rigor and Relevance Framework to the five step Data Team process. They will collect, analyze, and act upon data and student work from common formative and summative assessments with a laser like focus on foundation learning, transforming instruction to address achievement gaps.

READING



MATH



Graduation Rate / College Going Rate

Moanalua High School	2005-06	2006-07	2007-08	2008-09
Graduation Rate %, College Going Rate %	91%, 82%	93%, 85%	92%, 85%	93%, 81%

3. Stretch Learning

“Striving for personal excellence” and going beyond the minimum requirements is a core belief and way of life at Moanalua. This is evidenced in the following examples: (1) Senior Project, (2) Advanced Placement (AP) and Honors classes, (3) Advanced Music Programs, and (4) Moanalua Complex Redesign Team.

The Senior Project is not required for students but is offered to all students and students that successfully complete the project can earn the Hawaii Recognition Diploma, a special diploma of distinction for Hawaii public schools.

The school has an open enrollment policy for Advanced Placement (AP) courses. Moanalua students participate in nine AP courses, but the administration is seeking ways to increase both the number of courses available and the number of students who participate. Additionally, students can enroll in honors classes where students can accelerate and have opportunities for differentiated learning experiences. Moanalua provide honors or accelerated classes in English Language Arts, Science, and Social Studies.

Moanalua’s Music Program is considered one of the finest in the state of Hawaii. The school’s outstanding music directors have developed and implemented a music curriculum that far exceeds any traditional high school program. Music students are stretched far beyond basic requirements in all areas from Marching Band to Orchestra to Symphonic Winds. The school has three full orchestras. The Symphony Orchestra is the first high school orchestra invited to perform in Carnegie Hall and the Symphonic Wind Ensemble is considered one of the top wind groups internationally at the high school level.

Since 2008, the schools comprising the Moanalua Complex (Moanalua High and all feeder middle and elementary schools) have developed a redesign plan focused on the Learning Criteria. A specific area of focus has been “stretch learning” from K-12. Working on the belief that stretch learning has to be cultivated from early years, the complex is committed to requiring all students to demonstrate evidence of stretch learning from elementary to middle and in high school.

4. Learner Engagement

Moanalua’s focus on learner engagement begins with school personalization and extends to a emphasis on relevant “quadrant D” learning.

Our efforts for school personalization focus on three priorities: a quality high school advisory program, the building of capacity for Tribes implementation, and the creation of smaller learning communities.

Our first priority is to implement our exemplary high school advisory program at the highest level of effectiveness. Our advisory program imparts a four year curriculum through weekly class meetings and provides for personalization by (a) providing each student with a personal adult advocate and (b) providing that each student has a personal plan for progress and transition that is reviewed often to ensure that individual needs of students are provided for throughout four years of high school. Through our advisory program, each student identifies his or her learning style and learning preferences to better understand how to plan for learning success in high school. All teachers and administrators serve as advisors and are assigned a group of advisees that they will teach and support from grade 9 through grade 12 and until graduation. This program has been recognized as a model for the State of Hawaii.

Our second priority is to ensure that personalization begins in each classroom with each teacher and staff member conveying a sense of caring and nurturing to all students. A key strategy for implementation is the use of the Tribes Process for building classroom inclusion, community, and influence. All administrators (principal and vice principals) have completed advanced Tribes training (2008) and are now fully certified as Tribes District Trainers. Each year, all new teachers to the school are provided support to

attend introductory Tribes training. Additionally, Tribes strategies are modeled for teachers to use in their classrooms and with their advisory groups.

Our third priority is the creation of smaller learning communities (SLC) so that anonymity is eliminated, student engagement is enhanced, and personalization is maximized. Our administration has dedicated significant resources to increase the number of “formal” SLCs through our grade 9 interdisciplinary teams and through our magnet learning center programs. Additionally, our school and administration recognize and provide significant support for our “informal” SLCs (exemplary music program and exemplary AFJROTC program) because of the importance of these programs in making our large high school seem much smaller through a caring and nurturing approach.

As a school, it is our belief that all of our positive student outcomes are realized as a direct result of our commitment to the personalization of our learning environments. In addition, other examples of personalization related outcomes and successes include:

- a high daily attendance rate of 95% each school year
- a low student discipline rate each school year (for example, a decrease of more than 30% in incidents from 2000 to 2009)
- The highest percentage of high school students in the district (71%, 2009) that report that, “I enjoy coming to school each day.”
- WASC Accreditation Report findings that two of the *Schoolwide Areas of Strength* of Moanalua High School are (a) a nurturing school culture with high expectations of students and teachers and (b) an effective intervention process for students encountering academic, social/emotional and/or school adjustment problems (2006 WASC Accreditation Report)

Emphasis on Quadrant D for Learner Engagement

Moanalua has been doing an analysis of data from 336 Power Walk Throughs in school year 2009-2010 to understand changes in teaching and learning from the beginning of a school year to the end of the school year. Our findings are as follows:

Percentage of classrooms where there was active engagement by learners: Quarter 1 - 20%, Quarter 2 - 55%, Quarter 3 - 65%, and Quarter 4 - 70%

Knowledge required for demonstration by students during instruction changed dramatically from 84% of students having to demonstrate lower level "remembering" skills in Quarter 1 to only 6% in Quarter 4. By Quarter 4, 31% of classroom instruction required "understanding" and 21% "applying of knowledge". The use of Higher Level thinking skills required increased to 44% with 19% of classrooms observed requiring "analyzing" and 23% of classrooms at the highest level of "creating".

Changes in Rigor/Relevance Framework quadrants showed dramatic improvement. In Quarter 1, 91% of the lessons observed were at the level of Quadrant A Acquisition. By Quarter 4, only 25% of the lessons were Quadrant A Acquisition, 49% were Quadrant B Application, 14% Quadrant C Assimilation, and 12% were Quadrant D Adaptation lessons.

To summarize findings, there is a significant change from the beginning of the year (Quarter 1) to the end of the year (Quarter 4) in terms of rigor and relevance. Clearly, there is a higher level of rigor (higher level thinking) and relevance (real world application) in the end of year teaching and learning activities in the classroom as compared to the beginning of the school year. Moanalua will continue to collect and analyze this data to ensure that we provide learner engagement for all students.

5. Personal Skill Development

For all Hawaii schools, the Hawaii DOE has set six General Learner Outcomes (GLOs) as the basic learning goals for all students. The Hawaii DOE requires that the GLOs are an integral part of the school culture as the GLOs do not exist in isolation. The six GLOs are: Self-directed Learner (The ability to be responsible for one's own learning); Community Contributor (The understanding that it is essential for human beings to work together); Complex Thinker (The ability to demonstrate critical thinking and problem solving); Quality Producer (The ability to recognize and produce quality performance and quality products); Effective Communicator (The ability to communicate effectively); and Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically). The Hawaii GLOs mirror the Personal Skill Development quadrant of the Learning Criteria. Moanalua promotes the attainment of Personal Development Skills or the GLOs through the following: Senior Project, CAP, Physical Education, and Cocurricular Activities.

Senior Project: While the senior project at Moanalua High is not required for graduation and is a “stretch learning” activity, plans call for making the senior project a requirement for all Hawaii students by 2018. As a result, Moanalua created a senior project rubric that addresses attainment of the six General Learner Outcomes. When students successfully complete the senior project, they will have demonstrated evidence that they have met the General Learner Outcomes and are prepared to graduate and be career and college ready. The Moanalua Senior Project rubric was quickly adopted by the Hawaii DOE as a model rubric to use for all senior project implementations.

CAP – Moanalua CAP Advisory Program carefully scaffolds the development of high school personal development skills through an aligned and well articulated curriculum. Students learn the importance of communication, thinking skills, team work, and responsibility through advisory.

Physical Fitness and Wellness: Moanalua embraced the leading edge of physical education instruction and implemented a physical fitness based P.E. program for students using heart rate monitors and state of the art fitness equipment. Students are the beneficiaries of a innovative program that provides personal skill development in the area of wellness, fitness, and health care.

Cocurricular Activities: Leadership and service are the trademarks of the school’s Student Association and Government Program and the school’s athletic program. Both programs are large and extensive and are recognized as exemplary programs in the state. The Moanalua Student Association provides leadership opportunities for nearly all students in the school. Additionally, more than 35 clubs and organizations are chartered and provide interest groups for almost any interest area. The Moanalua Athletic Program has 51 competitive teams and over 700 student athletes. Moanalua has been named the state’s Outstanding High School Athletic Program in 2009 and 2010 – a high honor given the criteria includes academics, school service, sportsmanship, and athletic performance.

6. High-quality Curriculum and Instruction

The school's motto to "Strive For Excellence" is evident in all activities relating to student learning, curriculum and instruction. An excellent example of Moanalua High School's commitment to high quality curriculum and instruction is recent decision by the school administration and faculty regarding the national Common Core State Standards (CCSS). During a recent faculty forum, faculty members were surveyed and asked, "Should Moanalua follow the Hawaii DOE state plan of a limited implementation of the CCSS (in non state tested grade levels) or should Moanalua begin full implementation of the CCSS in all grade levels?" The response from teachers and administrators was an overwhelming commitment to full and complete

implementation of the CCSS and immediate work for preparing for the new assessment from the Smarter Balanced Assessment Consortium.

In all programs and departments, the focus on a high quality curriculum is evidenced through the proactive and forward thinking faculty and staff. The Moanalua Science Department has just completed a three year transition to a redesigned the scope and sequence of a high quality student centered science curriculum. The Hawaii DOE science curriculum calls for a sequence of Biology, Chemistry, and Physics - a sequence not based on anything more than the alphabetical ordering of courses. Moanalua has just completed the transition to a sequence based on the research that Physics is the foundation piece for all high school sciences, Moanalua's new basic science sequence is Physics (grade 9), Chemistry (grade 10), and Biology (grade 11). Many science educators in the state have applauded this change as it will lead to a researched based program to better help students to be college and career ready for STEM and other important studies.

There are many examples of well planned, high quality, Quadrant D learning throughout the school. The Grade 9 Core Teams provide engaging and relevant learning through real world interdisciplinary units (environmental education, innovations for sustainability). The school's two magnet programs World Languages and Media Communications and Technology provide learning opportunities that highly motivate students to learn. The World Languages Speech Festival is the only high school event of its kind in Hawaii. World Language students from all over the state come to meet with the students of Moanalua in a celebration of language and culture. The Media Technology program provides a most rigorous and relevant learning program for new 9th graders as it begins with interdisciplinary teaching and learning combined with the use of advanced technologies and communication. The students completing this program continue to be nationally recognized as award winning film and broadcast journalism students. The English Language Arts curriculum is challenging and thoughtfully aligned so that each student produces a required senior portfolio of writings to reflect the meeting of literacy skills. And the school Physical Education Program is considered a model of 21st Century learning as it incorporates technology and state of the art equipment to deliver a quality fitness and wellness program for our students.

The impressive listing of national and state winners in education competitions provide further evidence of the quality curriculum and instruction: 2010 and 2011 Student Television Network (STN) 16 hour film Competition – 1st Place (national); 2010 and 2011 State Mock Trial Competition – 1st Place ; 2010 and 2011 State Business Plan Competition – 1st Place; Robotics; OBDA Orchestra and Symphony - Superior Ratings for 17 years; Marching Band Festival Competitions - Superior and 1st Place Results for the past 11 years;

After careful study and additional consultation with Dr. Tim Westerberg, Moanalua used recommendations from Breaking Ranks II to focus specifically on enhancing our standards-based grading training, the development and use of common course assessments, and the need for schoolwide power standards, as well as other best practices.

The academic outcomes that have resulted from the implementation of these concepts include the following:

- An increase in student “full completion” of student Personal Learning Plans for Progress (referred to as Moanalua’s Career and Academic Plan) from 25% in 2003 to 80% in 2009
- An average graduation rate of 91% from 2003 to 2009
- An average college going rate (two and four year college) of 87% from 2003 to 2009
- An increase in the percentage of students scoring a 3, 4, or 5 on A.P. tests from 44% (2006) to 57% (2009)
- An average annual increase of 7.5% in grade 10 reading proficiency from 2003 to 2009
- An average annual increase of 4.3% in grade 10 math proficiency from 2003 to 2009

Additionally, other important outcomes include:

- In 2003, 2005, and 2008, Honolulu Magazine has rated Moanalua High School as the state's top public high school in terms of student achievement, teacher satisfaction, and parent satisfaction
- With one of the largest athletics program in the state (51 teams and over 700 student athletes) Moanalua received the Kaimana Award for the Outstanding High School Athletic Program in 2008 and 2009.
- The development and implementation of a schoolwide standards-based grading policy used by all teachers was approved by consensus in 2007 – a first in Hawaii's public high schools
- In 2002, only 50% of teachers stated that they clearly understand formative assessment. In 2008, 91% of teachers clearly understand the role of formative assessment in teaching and learning.
- In 2004, only 17% of teachers had a clear understanding of standards-based grading. In 2008, 92% of teachers report that the implementation of standards-based grading results in grades that truly reflect what students know and are able to do.
- All core subject areas have developed and are now implementing common course assessments

7. Use of Data at Classroom and Building Levels

A commitment to data driven school improvement has been a cornerstone of the school for the past decade. Data collection and data analysis is integrated throughout the school's strategic review and planning process. Key quantitative and qualitative data indicators are indentified for monitoring and review at the building level and are carefully reviewed through the comprehensive accreditation process by the Western Association of Schools and Colleges (WASC). In developing the more short range and more responsive school annual academic plan, the school holds an annual community meeting to share data with parents, students, and community members. This is done in accordance with Hawaii state law. The School Community Council is able to hear feedback and input from community members and then review the school's annual academic and financial plan before forwarding it to the Complex Area Superintendent and Superintendent. An example of the school's innovative and "student-centered" use of data is the school's creation of its own surveys to collect deeper and more meaningful data on student perceptions of their schooling and learning.

More recently, the school has been using the We Teach, We Learn suite of surveys as a key data set to monitor and plan for school transformation.

To design and implement an innovative professional development model, the collection and use of data was also a key factor. Surveys to identify specific teacher needs for training and resources have been invaluable to work smarter and not harder. The commitment to having a "teacher-centered" professional development program requires getting to the in depth information about how Moanalua teachers learn, how teachers grow, and what their greatest needs are at each moment in time.

The most exciting and most refreshing addition to the school's data driven philosophy is how our high school professional development program has now evolved into an advanced Professional Learning Community with the implementation of Data Teams. After four years of collaborating on the creation of common assessments for a guaranteed and viable curriculum, approximately thirty Data Teams were formed. These teams use the data from common formative and common summative assessments as part of the Five Step Data Team Process:

1. Collect and chart data
2. Analyze strengths and obstacles
3. Establish SMART goals: set, review, revise

4. Select “effective” instructional strategies and use the lens of the Rigor and Relevance Framework
5. Determine results indicators

The Data Team Five Step Process has also been successfully used to analyze state testing results to establish SMART goals and determine instructional strategies and support for students to reach proficiency.

8. Transitions

*"It's great to be here with a high performing complex!"
Ray McNulty, Spring 2009*

The Moanalua Complex (in Hawaii the school complex is defined as the high school and all feeder middle and elementary schools) has been a leader in the state for creating a seamless K-12 transition of learning for students. When Ray McNulty addressed all teachers from the complex in February 2009 in Honolulu, ninety eight percent (98%) of teachers responded that "I am fully committed to being part of a high performing complex." The Complex Redesign Team has been committed to defining that high performing school and that high performing complex through the lens of the ICLE Learning Criteria. All complex schools have stayed the course to strive to be seamless and provide a consistent and smooth transition of learning from grade to grade and from school to school. The best examples include:

- An annual large SCC forum of all School Community Councils
- A Complex Principals Team that meets and communicates often, to work closely, seamlessly, and effectively
- Tribes implementation, to personalize and build community in each classroom at the elementary, middle , and high school levels
- Special education transitions that are carefully coordinated from elementary to middle to high school
- Stretch Learning Transition—a new initiative to measure stretch learning at each school level before high school
- Closely aligned music and fine arts programs, where string orchestra students can begin in elementary school and proceed to middle school and enter high school at very advanced levels of proficiency

Moanalua High School remains proactive and committed to careful transitioning of students from the middle school to the high school. High school teams go to the middle school to advise students on how best to prepare and the school holds Parent Orientation Nights (standing room only attendance) and Freshmen Orientation Days to welcome and transition new students. In recent years, Moanalua has also launched a School Transition Center where all new students (especially new military students) are welcomed and greeted by friendly students (members of the school's AFJROTC Program) providing a comfortable and safe place for new students to adjust to their new high school environment

A final example of how the business community recognizes the K-12 seamless articulation and delivery of services in the Moanalua Complex is reflected in the recently published KPMG Complex Area Study. The Hawaii Business Round Table, the Castle Foundation, and First Hawaiian Bank provided the funding for a comprehensive study to identify what factors can result in a high performing K-12 complex and what are barriers schools face and what barriers need to be removed. The business community identified Moanalua High School and the Moanalua Complex of Schools as the only complex to implement the study because of the successful K-12 operations and transitions.

9. Leadership/Systems Approach

The crafting of an inspiring vision for the highest possible level of instructional leadership density is at the foundation for success at Moanalua High School. Striving to achieve visionary and empowering leadership (Quadrant D Leadership) is the goal for the school administration. Keeping a laserlike focus on building and sustaining leadership excellence is the single most important strategy implemented to effect systemic change and to increase student achievement. Setting the highest of expectations for Assistant Principals and Lead Teachers to be strong instructional leaders, and then providing the mentorship and support to make it a reality continues to be a priority. As a result, assistant principals and teacher leaders have been empowered to lead the transformation from what was a traditional high school to an exemplary professional learning community recognized throughout the state. Results of the high level of efficacy of assistant principals and teacher leaders that have been trained and mentored are evidenced in the following achievements: NASSP National Assistant Principal of the Year Finalist (2005), Hawaii State Vice Principals of the Year (2004, 2009), Milken National Educator Awards (2004, 2007), Hawaii DOE Professional Development Team of the Year Award (2004), Hawaii State History Teacher of the Year (2004) and Hawaii State Technology Teacher of the Year (2007), District Principal of the Year (2004), State Principal of the Year (2010). Additionally, assistant principals have moved on to become exemplary principals and have been appointed to key leadership positions including Complex Area Superintendent and District Special Educational Specialist. Moanalua is now a school where assistant principals and interns aspire to become future high performing leaders.

The school's leadership system is simple and clear. The School Community Council (site based council) serves as the overall school policy group and is the trustee of the school vision and mission. The School Administration (Principal, Assistant Principals, and Academic Officer) provides instructional leadership and efficient / effective management, the Leadership Cadre (all department chairpersons and program coordinators) serves as the school's leadership and steering committee, and the Professional Development Team serves as the leadership group for professional development, teacher mentoring, and teacher support.

The leadership innovation of creating an Academic Officer position has proved to be one of the most significant and effective changes for the high school, and this is now a practice being implemented across the state. Additionally, since 2007, the school principal serves as the Chairperson for the Hawaii High School Leadership Compact, a statewide organization that is comprised of all fifty (50) public high school principals that focuses on high school reform and increasing student achievement at the secondary level. Serving in a leadership role where the agenda for high school reform in Hawaii is developed and where important networking of resources takes place for all high schools provides an important benefit for the school to be informed and proactive.

10. Professional Learning Community

“Moanalua High School has developed a professional learning structure that has been widely recognized as the gold standard model...”

Jan Burgess, 2009

In 2002, during a keynote address at Moanalua High School's first statewide professional development conference, Dr. Karen Aka, proclaimed, *“A learning organization ... this is it!”*

In 2009, author Jan Burgess declared,

“Moanalua High School has developed a professional learning structure that has been widely recognized as the gold standard model for how a large, ethnically diverse urban high school can undertake professional learning to improve instruction and student achievement.”

Jan Burgess, Other Duties As Assigned – Tips, Tools, and Techniques for Expert Teacher Leadership, ASCD, 2009

The building and sustaining of a professional learning community has been a cornerstone of school excellence at Moanalua. Based on a theory of action that "quality professional development results in improved classroom instruction and change in practice, and that in turn results in increased student achievement" the Moanalua Professional Development Plan was designed and implemented. Since 2002, Moanalua has held an annual statewide professional development conference for eleven consecutive years. It is the largest conference of its kind in the state that features prominent educational keynote presenters, presentations by Moanalua's teachers and administrators, and the release of the annual Moanalua Professional Development Journal. It is this conference that serves as the culminating teacher performance component of the school's professional development program. Since 2002, there have been over 416 conference presentations delivered on curriculum, instruction, assessment, personalization, and technology, and 159 professional development journal articles authored by over 200 teachers and administrators. The last WASC Accreditation Visiting Committee Report stated that, "Moanalua's professional development program can serve as a model for all schools in the state of Hawaii." In 2002, only 60% of teachers agreed that "school's professional development was excellent." Today, 84% of teachers agree that professional development at Moanalua is exemplary.

Lead by a Professional Development Leadership Team comprised of classroom teachers, the school's commitment to professional growth and quality instruction and assessment is reflected in staying the course and keeping professional development as the highest priority.

11. Meeting the Needs of All Learners

It is often shared in conversations at Moanalua High School, "*You need to go slow ... before you can go fast.*" In other words, before a teacher tries to focus on the content, he or she needs to know and care about the student. At Moanalua, all teachers are expected to prioritize the building of relationships and the building of a classroom community before the delivery of their course content. The key to meeting the needs of all struggling learners is to make a connection and build a relationship with such learners.

Moanalua High School believes that all students can learn and become proficient in the skills needed to be successful beyond high school. To that end, the administrators and teachers learn from best practices (e.g. Brockton High School) and seek to find ways that will help struggling learners. Students with disabilities are provided with the support that will help them meet their highest potential. Most are primarily mainstreamed into regular education classrooms taught by a regular education teacher and a special education teacher. In the co-taught classroom, all students access the same curriculum. Teachers are expected, through appropriate instructional strategies, to provide the support needed. Moanalua has recently designed a co-teaching implementation rubric that incorporates the Learning Criteria and the Rigor and Relevance Framework.

Moanalua has also implemented the strategy of "math restacking" to support struggling math students. Students who are unsuccessful in math achievement during the first semester are provided the opportunity to restart and to take the first semester of math in the second semester, and then to attend summer school for the second semester of math. Additional supports and interventions are included after assessing student needs.

The school's new focus on Data Teams will also help to meet the needs of all learners as teachers will now place more emphasis on individual students needs, individual student work samples, and collaboratively identify new strategies to support and meet the needs of all learners.

Lessons Learned

The following factors are the most significant in the school's success:

- School leadership. *School leaders practice Quadrant D Leadership and strive to be both visionary and empowering to build leadership density and nurture a culture of high expectations and excellence.*
- Professional Development Program. *The challenge of providing a quality professional development program for a large high school can be daunting. Moanalua's approach has been innovative and both efficient and effective to providing the highest levels of professionalism to lead to increased student learning. The change to advance our PLCs to become Data Teams is the most important change and lesson that can be learned from our school.*
- Professional Development Leadership Team. *This leadership team of teachers and administrators are empowered to provide a teacher-centered professional development program.*
- Standards-based Grading(SBG). *The school's decision to take on the challenge of standards-based grading in 2003 has proven to be one of the best decisions made. "Storming" and planning and implementing SBG for the past eight years (it takes that long) has set the foundation for transforming the school from a traditional high school to a student centered high school focused on learning.*
- College and Career Readiness Through Advisory. *The school's advisory program named the Career and Academic Plan (CAP) Program is the single most important program in the school. Recognized as a model advisory program in the state, it provides important adult-student relationships for students through a well designed curriculum of career and college planning. The school's decision to change from non-credit advisory to a credit/graded advisory program transformed the effectiveness of the school's cornerstone program.*
- ACT District Testing Program. *The use of the ACT District Testing Program provides quality and meaningful data at a time quality and meaningful data, sorely needed when data presently available to schools has been lacking in validity, consistency, and timeliness.*

Effective and Efficient Practice

Professional Development and a Professional Development Leadership Team

"Moanalua High School's professional development plan can well serve as a model for all schools in the state."

WASC Accreditation Midterm Visiting Committee, April 24, 2003

In July 2001, Moanalua High School designed and implemented an ambitious three year professional development plan for teachers. After eleven full years of implementation, the plan has been recognized by school and education leaders as an exemplary program for school reform. The WASC Accreditation Visiting Team called the plan a model for all schools in Hawaii. Former Hawaii Superintendent Patricia Hamamoto shared,

"...a few months ago – an a-ha occurred when I attended Moanalua High School's

*Annual Professional Development Conference.
I saw a whole school testifying about the results
... teachers, librarians, counselors, student leaders,
and the principal...the light bulb was turned on!"*

This innovative professional development plan was designed and implemented by a dedicated and talented team of educators committed to increasing student learning through excellence in teacher training and staff development. The plan was ambitiously designed to be: teacher-centered, performance-based, coherent, and focused on standards-based learning. The professional development team demonstrated exemplary leadership, outstanding work performance, creativity and innovation, and achieved significant achievement of program objectives.

The Professional Development Leadership (PD) Team consists of six administrators and eight teachers. Each PD team member plays an important leadership role to support a large faculty of one hundred-thirty (130) teachers. The plan called for the large faculty to be organized into smaller support groups and to have each PD team member served as a "support group facilitator." Throughout the year, PD team members were involved in using leading educational research, collecting data, and analyzing data to carefully assess teacher needs. From July to February, team members were responsible for leading large group faculty meetings, presenting workshop and in-service sessions, facilitating support group meetings, working one to one with individual teachers, documenting all activities, and planning for a culminating professional development conference to be held in March to meet teacher needs. For the March/April conference, team members were involved in extensive work to plan, coordinate, set up, and carry out a major event involving hundreds of educators and students. The results are impressive and can be attributed to exemplary leadership and initiative demonstrated by all professional development team members.

The commitment and performance of PD team members is exceptional. Team members provide excellent support and training for teachers. Team members provided training modules or presentations for the following: (1) standards-based unit planning, (2) learning styles, (3) building a positive classroom climate, (4) developing culminating activities, (5) thinking skills, (6) differentiation of instruction, (7) classroom assessment, (8) using technology to enhance learning, (9) teacher inquiry, (10) relating classroom instruction to the Hawaii State Assessment, and (11) standards-based grading. Team members modeled teaching strategies desired in each classroom during professional development sessions and served as role models and master teachers. The program was sustained and continuous and in contrast with the often criticized one shot workshop. As a result, teachers demonstrated increased awareness of standards-based learning in several component areas.

Additionally, the annual School Quality Survey indicated the following positive assessment of professional development at Moanalua High School. In response to the statement, "Staff development at my school is excellent and focused on standards-based learning", eighty four percent (84%) of Moanalua High School teachers responded that they "agree" with the statement. There is a significant difference when comparing this percentage with survey results of the other district high schools that averaged fifty-six percent (56%) of teachers agreeing with the same statement.

The members of the professional development team have repeatedly demonstrated innovation and creativity. Thinking out of the box and seeking creative solutions has been characteristic of team planning efforts. Five examples of this include: (1) the alignment of seemingly disconnected teacher initiatives (teacher relicensing, PEP-T teacher evaluation, national certification, school-based professional development) into a simple and coherent approach to staff development, (2) the implementation of teacher inquiry as a basis for teacher centered staff development, (3) the creation of a school professional journal featuring the writing of school teachers, (4) the creation of a digital gallery comprised of technology projects produced by teachers, and (5) turning the school site into a “convention center” venue for hosting a high quality school-based professional development conference to showcase teacher work and reflective practices. It is a true innovation to promote a higher level of reflection and a deeper internalization of learning by having teachers go through the standards-based learning process themselves and sharing presentations and products with their colleagues. This is an example of how innovation is also cost effective. The cost of sending a 130 teachers to a national conference could easily cost \$250,000.000 The cost of bringing a conference of national caliber to Moanalua High School can be less than \$10,000.00. The use of a teacher professional development day (a teacher work day) and the conversion of Moanalua High School into a conference venue means: NO costs for substitute teachers (130 substitute teachers would cost more than \$13,000), NO cost for conference registration fees, NO cost for convention center site rental fees, NO cost for AV equipment rental fees (complex schools loan equipment for use), and significantly reduced costs for breakfast and lunch meals. The cost savings for the school is enormous. Beyond cost savings, the conference event has been rated as highly meaningful and useful and very successful.

“Please extend my heartiest congratulations to your Professional Development Team for an outstanding Professional Development experience. WOW, What a professional job! It was truly impressive ... and the teamwork of the entire staff was terrific!”
Former Assistant Superintendent Rod Moriyama

In July 2001, the Moanalua High School Professional Development Plan sought to provide an effective staff development program to increase awareness of standards-based teaching and learning. In 2011, because of the efforts of an extraordinary PD Leadership Team, the original three year program has evolved and been sustained to exceed its program objectives and achieved far beyond what was originally hoped for. Since 2002, Hawaii educators have been enriched by the over 416 Conference Presentations delivered on curriculum, instruction, assessment, personalization, and technology, and 159 Professional Development Journal Articles authored by over 200 teachers and administrators. Beyond effective professional development training for teachers, the program has created an exciting and inspiring atmosphere of professionalism and is recognized as a model for other schools. The efforts of the Moanalua High School Professional Development Team have been exemplary and have created the solid foundation for what is now an authentic learning community.

“Moanalua High School has developed a professional learning structure that has been widely recognized as the gold standard model for how a large, ethnically diverse urban high school can undertake professional learning to improve instruction and student achievement.”

Jan Burgess, Other Duties As Assigned – Tips, Tools, and Techniques for Expert Teacher Leadership, ASCD, 2009

Principal's List of Three Greatest Strengths

Principal Darrel Galera identified the school's three greatest strengths, as follows:

1. The school's Professional Development Program is a key strength to becoming a high performing high school. Making professional development the highest priority results in leadership density and teacher capacity to withstand school personnel changes and state leadership changes.
2. A large high school requires a quality advisory program to be learner centered for personalization and for building relationships. The Moanalua Career and Academic Plan (CAP) advisory model is the foundation piece for all student achievement and college and career readiness at Moanalua High School.
3. The school's Leadership Team provides the visionary and empowering force behind transformative change, transparency in collaborative processes, and the focus on being student centered. The commitment to synthesizing the complex forces that can impact the school into a coherent and focused plan of action is the most important of leadership skills demonstrated by this team. It is comprised of the principal, vice principals, academic officer, athletic director, and Professional Development Lead Teachers.