

SELF-STUDY VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
HAWAII DEPARTMENT OF EDUCATION**

FOR

MOANALUA HIGH SCHOOL

**2825 Ala Ilima Street
Honolulu, Hawaii 96818**

Central Oahu District

April 23-26, 2012



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Chapter I: Student/Community Profile

Moanalua High School (MoHS) is a comprehensive four-year high school servicing grades 9-12 in the Hawaii Department of Education's Central District. One of six high schools, Moanalua belongs to the Southside Complex Area of the Central District. A complex area is made up of a high school and its feeder middle/intermediate school(s) and elementary schools. Moanalua High School's feeder schools include Moanalua Middle and four elementary schools, Moanalua Elementary, Red Hill Elementary, Salt Lake Elementary, and Shafter Elementary.

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.

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.

Student Enrollment

Enrollment and gender patterns at Moanalua High School have been relatively stable with the total school enrollment at about 2000 from year to year. The freshman class posts higher enrollment numbers, but those numbers begin to decrease in the tenth grade and become 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 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 these numbers.

While Special Education numbers have been increasing at other schools, MoHS'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.

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

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. Despite the rise in numbers, MoHS 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.

	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%

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%.

Year	Student Ethnicity		
	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/Chamorro			1
Micronesians			15
Multi			60
Native Hawaiian			223
Primary Not Selected			188

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.

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

Data Analysis Summary

Moanalua High School continues to work towards having high expectations for student achievement, offering meaningful instruction, providing specialized programs and advanced placement courses, and determining acquisition of curriculum standards through various formative and summative assessments.

School Status in Terms of Adequate Yearly Progress (AYP)

In 2011, Moanalua High School was the only grades 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.

MoHS students demonstrated significant gains in the results of the Hawaii State Assessment (HSA) Test. The school faces critical challenges that have 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 subgroup provide a growing list of critical academic needs to be addressed.

The school has identified the following Critical Academic Needs:

1. Filling seven critical school leadership and curriculum positions.
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 grant funding.

Furthermore, the school articulated important key questions that will have a large impact on its future academic, financial, and strategic plans. They 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 II: Progress Report

Since the last WASC cycle began in the spring of 2006, the school has experienced many challenges and changes, including the following:

- The whole school underwent school renovation from 2009 to 2011 to renovate all classrooms and most buildings.
- Former State Superintendent of Education Patricia Hamamoto led a collaborative process to create a new set of Department of Education General Learner Outcomes (GLOs).
- Because MoHS has an excellent reputation for training administrators, many vice-principals have left the school and 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 used Focus on Learning as the protocol for its last self-study. As a result of that self-study and Visiting Committee report, six areas were recommended to be addressed as critical areas for school improvement. Listed below is a summary of the school's progress towards achieving the Visiting Committee recommendations.

Goal #1 - 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.
- 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.
- 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.

Goal #2 - 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.

- The school 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'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.
- The ACT College and Career Readiness System provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation.

Goal #3 - Develop a schoolwide 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

Goal #4 - 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

Goal #5 - Expand smaller learning community options for students (e.g., 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.

Goal #6 - Implement curriculum, instruction, and assessment practices to improve support for underperforming subgroups.

- 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.
- 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.

Each of the goal areas was addressed in the school's action plan with specific and measurable outcomes, a timeline, responsible persons, and an expenditure plan. The data results shared indicated student performance has increased since the last WASC visitation in 2006.

Chapter III: Self-Study Process

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• Use positive intrapersonal and interpersonal skills• Exhibit a commitment to our global society
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

1. Inclusiveness: The involvement and collaboration of school community members.

The school leadership and WASC coordinator involved the school community and key stakeholders in developing the self-study. Discussions, planning, and presentations occurred on a regular basis. However, many of the parents/guardians and classified staff were not directly involved in the Focus Groups and development of the self-study. The school used the self-study process to foster schoolwide collaboration.

The self-study report was developed with input from teachers and site administrators. Data collected through the self-study process have assisted the faculty to reflect on such things as successful instructional practices and the implementation of a standards-based curriculum for all students. The ongoing analysis of formative and summative disaggregated student achievement data results to address the learning needs of all students continue to be a major area of focus.

2. Purposefulness: The clarification of the school's mission/purpose and the schoolwide learner outcomes, i.e., the General Learner Outcomes.

This continues to be an ongoing process. A clear system of measuring the attainment of the GLOs is evolving. Assessments such as HSA, ACT, AP, SAT, and other data reports indicate that the school will need to continue providing intervention supports to assist all students achieve the academic standards. Disaggregated student achievement data results by ethnicity, gender, socio-economic status, and language proficiency need to continue to be collected and analyzed.

The school leadership has indicated the need to work with the instructional staff to systemically measure each of the GLOs and make them meaningful to improve student achievement. The Focus on Learning process has assisted the staff in acquiring a better understanding about the impact of the school's curricular programs on student learning. The school leadership is committed to work with the staff in examining and analyzing the results of disaggregated student achievement data to ensure that each student achieves the GLOs as measured by identified indicators. The school leadership plans to work with staff to use formative assessment data to drive and improve instructional practices.

3. Student-focused efforts: The gathering and analysis of data about students and student achievement and the impact of the program and operations on student learning.

The school staff gathers several sources of disaggregated student achievement data to evaluate the progress of all students. The school's Data Teams assist in this process. However, there is not a systemic understanding by the faculty on how to regularly assess the GLOs and disaggregated data results to significantly improve the academic performance of all student subgroups. Teachers use a variety of assessment strategies that are aligned to the curriculum standards to evaluate students and to modify their curriculum. The school leadership conducts formal and informal observations to evaluate the implementation of a standards-based curriculum.

Based on student achievement data results, programs such as tutoring and intervention classes are provided to underperforming students. They are provided with several opportunities to master the subject matter.

With each Focus Group looking at particular areas, the entire school programs were reviewed and discussed in the self-study process. When questions arose regarding a particular element of a program, questions were directed to individuals who could provide the desired information. In this way, the Focus Groups were able to construct an accurate picture of the programs' strengths and also identify areas where work is needed in the future. They attempted to direct their reports to address the impact on student learning and link with the curriculum standards.

4. Action-oriented: The assessment of the entire school's program and its impact on student learning in relation to the General Learner Outcomes and Hawaii Content and Performance Standards (HCPS) that result in the development/ refinement of a School Strategic Plan/annual Academic and Financial Plans.

The leadership team at Moanalua High School is committed to evaluating the GLOs in relationship to the implementation of a standards-based course content and assessment criteria. There is a need to establish schoolwide measurement tools related to how GLOs impact student learning. The school acknowledges a need to further clarify the GLOs and make them more easily understood by all the stakeholders.

The school and complex area will need to provide further assistance, training, and direction in the use of disaggregated student achievement data collection and analysis for guiding instruction and improving student achievement. Some teachers use a variety of assessment strategies to evaluate student performance. The assessments include teacher made tests, oral performances, projects, written assignments, standardized and criterion-referenced tests, and group work. A greater engagement in challenging learning experiences for all students is strongly encouraged through the use of diversified instructional strategies and culturally responsive curricular resources.

- 5. Accountability: The implementation of an assessment and accountability system for evaluating school progress towards the General Learner Outcomes and HCPS within the School Strategic Plan/annual Academic and Financial Plans.**
- 6. Strong leadership and support systems: The support of school leaders in facilitating the accreditation process by advocating, nurturing, and sustaining a vision and a culture of learning.**

The school's Academic/Financial Plan was developed with input from school members. The leadership team reviewed the areas of growth and strengths identified by each Focus Group. Weaknesses were prioritized and consolidated into major areas according to the WASC criterion.

With additional refinement and focus on how disaggregated student achievement data results and the GLOs will be utilized, the action plan may serve to improve academic performance and eventually eliminate the achievement gap between higher and lower performing students. The school will be able to initiate specific measurable steps to improve academic performance.

Further, the school leadership and instructional staff will continue its work in aligning, as much as possible, the school's Academic Plan and Strategic Plan with the WASC Schoolwide Action Plan. Such integrated plans can help to increase student performance and improve the school's educational program. Also, measurable academic achievement targets for each student subgroup and a well-defined follow-up process and monitoring plan are critical to determine whether or not there is sufficient support and resources (human, material, physical and financial resources, etc.) to implement the necessary improvement areas identified in the Schoolwide Action Plan.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. To what extent has the school established a clear statement of vision and mission (purpose) based on student needs and current educational research? 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?

In 2002, Moanalua High School established its student-centered and research-based vision and mission. After a review by school community stakeholders, on April 8, 2003 the Menehune Council (school community council) approved a revised vision, mission, and school motto. In 2005, student-designed vision posters were printed for all classrooms and offices. Presently, regular communications of the vision and mission are made with all stakeholders such as faculty and parent meetings, presentations, school-sponsored professional development, and student activities. During interviews with faculty, a strong relationship between the vision and mission and the determination of professional development needs are made.

The spring 2011 School Quality Survey (SQS) identifies the majority of teachers, parents, and students agreeing and strongly agreeing the school's vision is based on student needs with the involvement of all stakeholders, that teaching and learning were aligned to the Hawaii Content and Performance Standards (HCPS), and activities help students meet the standards.

The Meeting Log provides further evidence of regular meetings with faculty, Co-Teaching Leadership Team, Data Teams, Moanalua K-12 Complex Redesign Team, Parent and Community Forums, Focus Groups, the Menehune Council, Core Team, Task Force, and at Professional Development Conferences to assess the school's process and progress in meeting standards-based teaching and learning to achieve the school's vision, purpose, and mission.

A2. 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?

Moanalua High School employs a wide range of strategies to encourage parents and community to be involved in their children's learning. The Menehune Council identifies its primary function 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, committed on a focus to improve teaching and learning. Twelve members of the council consists of two students, two parents of enrolled students, two community members, four faculty members, one member of the classified staff, and the principal. All of the stakeholder groups in the Menehune Council are actively involved in the process, discussions, and decision-making, such as providing input into and giving approval of the school's annual Academic and Financial Plan as well as the evaluation of the principal.

Besides the Menehune Council, other parent and community organizations support the school's

vision and mission: its Parent Teacher Student Association (PTSA); Alumni Foundation, Athletic Boosters Association, Music Boosters Association, the University of Hawaii Masters in Education for Teaching Program (MET), and the Joint Ventures Educational Forum (JVEF).

Moanalua High School's PTSA, one of the most active and largest membership of all secondary schools in the state with over 500 members, sponsors the Menehune Kina`ole Awards Dinner where school volunteers and distinguished alumni are honored. Additional support during this school year will be providing supplies and volunteers for Campus Beautification Day, offer student scholarships, install air conditioners in several classrooms, and raise \$15,000 for computer technologies. The PTSA supports Reflections, Drug Free Programs, Staff Appreciations, school improvement projects, and Project Graduation, a graduation night event run solely by parents to promote a positive and healthy lifestyle.

Moanalua High School has approximately 20%-25% military-dependent students. Through JVEF, a partnership between Hawaii Department of Education and the military, the school has been able to install 31 Promethean Smartboards in classrooms, the licensing for Blackboard Learning Systems, and teacher and staff participation in national education conferences such as the International Center for Leadership in Education (ICLE) Model School Conferences. With the anticipated end of the JVEF grant, a significant amount of grant funds will be lost.

Moanalua/Aiea Community School for Adults supports at-risk students in need of credits for graduation by providing a teacher for the after-school program. The community school also purchased the Plato program, an online curriculum in a variety of subject areas, is making a pilot program for at-risk students, and has provided training for teachers in the use of Plato. The community school also maintains programs for at-risk students at Honolulu Community College, Youth Challenge, Job Corps, and High Core.

Through the university's MET program a cadre of student teachers spend four semesters at Moanalua High School, Moanalua Middle School, Moanalua Elementary, and Salt Lake Elementary to learn how to be effective teachers. The program's two components, school portrait and internship, allow teacher candidates to first engage in a research project with a desired outcome that would lead to school renewal which are presented to faculties then a full-time appointment as "teacher of record" in the classroom for the semester.

Business partners support Moanalua High School in a variety of ways, mainly physical improvements to better serve students and their needs. Business partners include, and are not limited to, Hawaii 3Rs, Kaikor Construction Associates, Inc., Hawaiian Cement, and the American Standard Concrete Pumping Hawaii, Inc. A new weight room, new fitness center, new stadium concession stand, new stadium press box, renovated science classroom, renovated restrooms in the gymnasium, and installation of new lights for the tennis courts have made the school safer and handicapped-appropriate.

Parent and community involvement is encouraged through other strategies such as parent information nights for student athletes, financial aide workshops for parents, Open House, monthly parent newsletters mailed home, mid-quarter progress reports, an informative website, Core Program Parent Nights, parent nights for sophomores Hawaii State Assessment (HSA), and ACT Plan tests, parent nights for senior graduation, awards nights, parent forums, music and performing arts performances, e-mail, text messaging, communication from counselors, student activities program, letters sent home, and information posted on the school marquee.

Evidence from the spring 2011 SQS identifies 95.3% of the teachers, 63.3% of parents, and 66.8%

of students, feeling teaching and learning are aligned to the General Learner Outcomes (GLOs). Furthermore, 84%-97% of the faculty feel that the school encourages and supports parent involvement through a variety of programs and regular communications.

Of notable recognition, the Hawaii Department of Education used Moanalua High School's learning goals as a model to develop the six Hawaii GLOs. In addition, in 2009, the Senior Project Rubric was developed, a rubric based on the GLOs and used by a panel of judges to score senior project final presentations. The GLOs are in the school's website and embedded in nearly all instruction, especially CAP.

A3. 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?

Moanalua High School has passed the School Inspection for the last 12 years. The most recent inspection on January 31, 2012 passed the school with "Acceptable" ratings in all categories, receiving 13.5 points out of a possible 18 points. Some of the commendations were well-kept tennis courts and baseball field, good exterior and interior building painting, very clean and very good air quality in the library, impressive gymnasium bathrooms, and clean and well kept student center bathrooms. The inspection team recommended repairing of potholes on the teacher's parking lot driveway as well as cracks in a few of the sidewalks, cleaning of carpets in a few areas, replacement of desks and chairs in one room, checking of odor in a few bathrooms, and maintaining of supplies in a few bathrooms.

Faculty and staff have also recommended other infrastructure improvements such as repaving of the entire teacher's parking lot; preventing the flooding next to G-building, portables 9 and 10, and the cafeteria; repairing the concrete sidewalk near the cafeteria due to lifting by a tree trunk; repairing a deep crack in the gymnasium's driveway; repairing cracks in pavements; repairing the broken fence behind H-building; replacing missing ceiling tiles; repairing and cleaning shower heads; repairing some of the electrical floor outlets; removal of overgrown weeds; repairing a few of the light fixtures; and fixing metal plates on a few floors to prevent them from being slippery to make it safer for all those on campus.

Community stakeholders commended the school and students for completing its schoolwide renovation program, making significant improvements in the Athletic Stadium (new fence for baseball/softball field, new concession stand, new announcer's box, new fitness center, new weight room, renovated restrooms), the commencement of Phase 1 of the Performing Arts Center project, campus beautification efforts and service projects, and the repair and maintenance projects. The priority needs will be for the installation of field turf and funding for Phase 2 of the Performing Arts Center project.

According to the fall 2011 SQS, faculty, parents, and students agreed that the school grounds are safe, clean and well maintained and that the school environment promotes learning. Interviews with faculty, staff, students, parents, and the community confirmed the school's positive environment.

Less than half of the teachers felt there are enough resources (e.g., money, equipment, staff) available to the school to sustain its educational programs. Like the teachers, most of the parents feel there are not enough resources available to the school to sustain its educational programs.

A4. To what extent does the governing authority have policies and procedures that are aligned with the school's purpose and support the achievement of the General Learner Outcomes and Hawaii Content and Performance Standards?

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

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

The governing authorities from the State Superintendent's office determine the policies and procedures. The school is provided compliance requirements and testing benchmarks that need to be achieved. These state-directed policies and procedures thus drive the school's purpose and achievement of the GLOs and HCPS. The procedure includes the Academic and Financial Plan to be reviewed and approved by the Complex Area Superintendent (CAS). Before the Academic and Financial Plan is sent to the CAS' office, the Menehune Council takes the lead in ensuring the plan is standards-based and meets the need of quality teaching and learning so that all students can achieve. Regular monitoring, reviewing, and revising occur by the Menehune Council and other teams and groups for stakeholder agreements and triangulation. On January 4, 2012, the Assurances and Recommendation for Approval contract officiated that the 2012-2013 Academic and Financial Plan was correctly constituted and formed in accordance with the Board of Education policy, Department of Education procedures, and the state law by the Menehune Council.

Communications from the State Superintendent's office and the Hawaii Department of Education have caused a number of challenges due to unanswered questions from the school, last-minute or late expectations and directives, and information without rationale or purpose being sent to the school. Some of these challenges are technology mandates without resource support, teacher allocation reductions after the Academic and Financial Plan was submitted and after transfer options were posted, no allocations for Special Education and Article 6 teaching positions, the budget cut of Special Education teacher funding, and conflicting procedures governing graduation requirements, special education General Supervision and Support requirements, FERPA compliance requirements, and opt-out procedures, D.S.I. Requirements, implementation of Chronos personnel system, and the ineffective use of "Use of Facilities" funds. In addition, the State Superintendent and the Hawaii Department of Education implemented too many changes at the same time. Some of these are the State's application to the Race to the Top, the new state strategic plan, ESEA flexibility to NCLB, the new online Hawaii State Assessment testing, new graduation requires, new Common Core State Standards, the LDS system, Act 167 for longer school days and school year, and the standards-based report cards. In addition there was confusion when the Superintendent informed schools of not needing three-year school strategic plans, yet WASC required these strategic plans for accreditation.

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. The foundations of First Hawaiian Bank and Castle funded this study and specifically requested that Moanalua High School and its feeder schools be used for the study. On March 29, 2009, the final report and findings were published in "The Hawaii Business Roundtable Complex Area Administrative and Support Services Review" and later presented to the State Superintendent and to the Board of Education. Fifty-eight recommendations to remove barriers and to improve system quality and efficiency in the Hawaii Department of Education were identified. The top three priorities for Moanalua High School were

Priority 1: teacher work and schedule time; Priority 2: technology access and use, and Priority 3: budget and travel restrictions.

Thus, in accommodating new policies and procedures by state and federal offices and budget restraints, the transitions to a new bell schedule, graduation requirements, Common Core standards, and the state's new assessments will need to be coordinated to allow for changes in time allotments for co-curricular activities, after-school tutoring, and collaborating, planning, and implementing professional development as well as the wide array of group meetings.

A5. To what extent does the school leadership (a) empower the staff and (b) encourage commitment, participation and shared accountability for student learning?

From 2000 to 2012, the Menehune Council provided shared leadership among its stakeholders. Presently, the chair is a teacher and the vice chair is a student.

Department chairpersons and program coordinators form a Leadership Cadre and provide leadership and communication for departments and programs.

A professional development leadership team composed of teachers and administrators 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 professional development activities. In school year 2010-2011, Data Teams were formed to replace the professional development inquiry groups. In 2009, Moanalua High School's professional development program was called the "gold standard" for schools to follow.

Beginning in school year 2009-2010 an Academic Officer position was created to comply with the No Child Left Behind requirement for a school intervention. This individual, who provides classroom instruction support, feedback, and shared accountability for learning, has provided significant leadership in the school.

The school leadership encourages commitment, participation, and shared accountability for student learning evidenced in the implementation of Data Teams, annual professional development conferences, Jupiter Grades, National Board Teacher Certification, APC meetings, the Menehune Council (school community council), leadership cadre, multiple training workshops (e.g., Blackboard, Promethean, Tribes, classroom management), and various task forces (e.g., school-based grading policy, budget, bell schedule).

The fall 2011 SQS indicates an agreement by teachers, students, and parents that decisions on curriculum materials are coordinated schoolwide, that decisions on instructional practices are coordinated schoolwide, that there are opportunities to participate in important decisions, and that they are satisfied with the school's leadership. However, only 25.4% of the parents felt they were involved in the school's improvement process. Interviews with parents confirmed they were not much involved in school decision-making, leaving decision-making to the school in following state-directed policies.

Interviews with faculty, staff, students, parents, and community identify the leadership, mainly the principal, as a strength of the school's success. Teachers added that leadership is supportive, transparent, and data-driven.

A6. 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?

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 process to review data, plan, develop, and monitor the school's Academic and Financial Plan is collaboratively done through school and community stakeholders beginning with the Menehune Council and through multiple teams, professional development activities, and parent/community meetings to ensure the school's focus on student achievement. The transition from the HCPS to the Common Core State Standards, especially in the language arts and mathematics subjects, have been achieved through frequent professional development sessions with faculty and through careful analysis of student data. Student data are regularly assessed with standards-based needs and aligned in the school's plans. The allocation of time, fiscal budgeting, personnel, and material resources are specified by these needs in the school's Academic and Financial Plan.

Some of the decisions and actions based on student achievement data are the ongoing focus on site-based professional development for standards-based education for all teachers, a review of grading policies to align with the standards-based grading process, implementation of reading intervention program Read 180 to support students with low reading levels, implementation of co-teaching to reduce the achievement gap that exists between general education students and students with special needs, implementation of Data Teams using the 5 Step Data Team process, creation of the school's Data Portal for classroom teachers, implementation of gifted and talented services, implementation of a math restacking course, test preparation activities that include staff training, parent meetings, and administration team visitations to every classroom, and the development of a Moanalua Complex K-12 Redesign Plan based on student achievement data.

Interviews with faculty and staff identify the success of the school through the people of the school: a culture and climate that is family-oriented, trust from administration that teachers are professionals, a culture of raising leaders, teachers supporting teachers, a connection amongst faculty and staff, and respect by faculty, staff, and students.

A7. To what extent does a qualified staff facilitate achievement of the academic standards and the General Learner Outcomes through a system of preparation, induction, and ongoing professional development?

Moanalua High School, as do all p-12 Hawaii Department of Education schools, follow state-directed employment policies and practices. In order to meet the federal highly qualified teacher requirements, the school focuses on 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 a careful selection process. Teachers new to the school are provided a new teacher orientation program and are supported by teacher mentors, the school professional development team, department chairpersons, time to observe best practices, and data teams. The professional development are teacher-centered and site-based with many of these sessions led by

the teachers whose expertise promote collaborative teaching, thus, accomplishing quality student learning. The school evaluates the effectiveness of these processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning, including an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement.

The school's 2010-2011 School Status and Improvement Report (SSIR) identifies 97.4% fully licensed teachers, 0.9% with provisional credentials, and 1.8% with emergency credentials.

The school's key elements in the 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, an annual publication of the school's professional development journal, support for technology integration in the classroom, and triangulation of data to plan, implement, and monitor the effectiveness of the program.

In 2005, the professional development team received the Team of the Year award for its leadership and commitment to excellence. In 2003, the WASC Mid-term report stated that the school's Professional Development plan was a model for all schools in the state. In 2009, Moanalua High School's professional development program was identified as a "gold standard" for schools to follow. And in 2011, the school was selected as a national Model School for its high quality professional development program.

Since 2003, there are nine national board certified teachers. Other teacher recognitions have been State Technology Teacher of the Year, the teacher union's Outstanding Teacher Awards, Kaimana Award for Outstanding High School Athletic Program, AFJROTC Outstanding Instructor Award, VEX Robotics Teacher of the Year, National Scholastic Arts Awards, State Robotics Winners, National Scholastic Art Awards, State Vice Principal of the Year, National Student Television Network 1st Place Film Award, State Mock Trial Champions, State High School Principal of the Year, National NASC High School Council of Excellence, International Center for Leadership in Education Model School Conference presenter, National Band World Legion of Honor Laureate Award, Prudential Locations Outstanding Teacher Award, and State Finalist for Excellence in Science Award.

In school year 2010-2011, the governing authorities ordered large budget restrictions that made the challenge of finding and using time for professional development a major need. Referred to as "Furlough Fridays," school calendars were significantly reduced causing less instructional days for students and the removal of professional development days that were originally provided to allow for teacher training and professional development.

The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The school has effective existing structures for internal communication, planning, and resolving differences.

A8. To what extent are the leadership and staff involved in ongoing research on data-based correlated professional development that focuses on identified student learning

needs?

Like all schools in the Hawaii Department of Education, Moanalua High School has been challenged in finding the time, personnel, and resources of professional development activities to facilitate all students achieving the standards and the General Learner Outcomes. Despite this challenge, the school implements effective evaluation procedures in order to promote professional growth of faculty and present professional development of high quality. Creative ways to fund these endeavors are found.

Moanalua High School and its feeder schools established the Moanalua Complex Redesign Team in coordinating their professional development days based on the Learning Criteria and the Rigor and Relevance Framework.

Both faculty and leadership participate in ongoing action research, data collection on student achievement, and consequently, student needs. National and local conferences, such as literature and research from Bob Marzano, Michael Fullan, Mike Schmoker, and John Hattie, are attended by the educators of Moanalua High School. Hattie's works is the key resource used by teacher leaders and administrators in planning, implementing, and monitoring school professional development programs. The schoolwide implementation of Data Teams demonstrates the data-driven professional development focused on student learning. The 5 step data team process engages data team members in professional discussions on the learning needs of students based on data results.

Evidenced in the 2012-2013 Academic Plan, the school's professional development also includes teacher personal learning plans, inquiry groups, and a mentor program.

The school holds annual Professional Development Conferences with keynote speakers such as technology expert Marc Prensky, classroom grading and assessment specialist Ken O'Connor, Dr. Richard Jones of Rigor and Relevance Framework, and Quadrant D Learning, Susan Kovalik's brain compatible teaching and learning, video presentation of Doug Reeves "Closing the Implementation Gap," video presentation of Dan Pink and "A Whole New Mind," Ken Wesson's brain-based learning, and Jay Trujillo's data teams. On April 21, 2012, the 11th Annual Moanalua Professional Development Conference featured keynote speaker Sue Gendron on the Common Core State Standards and Next Generation Assessments for the Smarter Balanced Assessment Consortium. In attendance were not only Moanalua High School faculty and administration, but educators across the state, including one of the visiting committee members.

The fall 2011 SQS indicates 86% of the faculty feel that staff are encouraged to conduct research, visit other classrooms and schools, co-teach, or work in teams, and try new ideas.

A9. 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, the General Learner Outcomes?

Resource allocations are based on not only the school's vision and purpose but on students achievement of academic standards and the General Learner Outcomes. The school leadership and staff as well as stakeholders (Menehune Council) are involved in allocation decisions. These allocations are specified in the school's Academic and Financial Plan.

The 2009-2010 Trend Report: Educational and Fiscal Accountability identifies the State general funds as \$8,847,672 for school salaried payroll, \$1,289,564 for allocations excluding school salaried payroll, \$1,241,578 for expended funds, and \$47,986 carryover with no significant budget changes. The State of Hawaii budget restrictions and the Hawaii Department of Education budget adjustments and allocation cuts have resulted in the critical refinement on the use of funds and other resources at Moanalua High School. For example, since 2009, the value or “weight” for one student has been decreased by the Hawaii Department of Education. For example, the financial value of one student in 2009-2010 was \$4,855.87. The following year, the weight of one student fell to \$3,714.11. In 2012-2013, the weight will drop to \$3,372.47. With the declining student weight for each student, temporary or inconsistent budget adjustments by the Legislature or Hawaii Department of Education, the changing values for English Language Learners, economically disadvantaged, gifted and talented, and transient students, changing values for teacher position, and late and untimely notice to schools about final school allocations, Moanalua High School is challenged to complete and approve the yearly Academic and Financial Plan. The weighted student formula allocation for Moanalua High School has thus dropped from 2009-2010's \$10,269,809.00 to 2012-2013's \$7,613,926.00.

The leadership of chairpersons and members of the Menehune Council are committed to maintaining a transparent, collaborative, and inclusive process for the school. In addition to the weighted student formula allocation, the school has received resources and support through grants and partnerships: JVEF grants for Promethean Smart Boards and Model School Conferences; Hawaii 3Rs Grants (science classroom, tennis court, and gymnasium bathroom renovations); Carol White Federal Grant for new school fitness center; community partnerships for facility renovations (new concession, announcer's booth, weight room), and fundraising events such as eight years to date the PTSA Kina`ole Awards Fundraising Dinner.

Recent surveys by faculty and staff members identify needs for resources such as more classrooms to prevent teachers from floating from one classroom to another; more technology including Promethean Boards; up-to-date textbooks; more computers and computer labs to do required state testing as well as other assessments, including the use of the D.S.I. System for the library to be open for student use; a reading intervention teacher to address the achievement gap; and the support of classroom instruction for Quadrant D learning activities.

All school resources focus on helping students attain proficiency of the HCPS, the Common Core State Standards, and the General Learner Outcomes. The school's master schedule is developed according to student needs and program goals. The budget is developed and allocated according to priorities. Competitive grants are pursued. Partnerships with businesses and other agencies are established to provide more resources and support.

The fall 2011 SQS identifies a process that is maintained, open, and collaborative and that the school's financial plan is focused on student achievement. Interviews with faculty and staff confirm the open, collaborative plan on focused student achievement.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

1. There is a clearly established vision and mission that supports the school's commitment to student achievement and high standards.

2. The school has varied and multiple partnerships with parent groups, community and business organizations engaged in numerous activities to support the education of students. Examples include the Menehune Council (school's School Community Council), PTSA (most active and largest membership of all secondary schools), band and orchestra boosters, collaboration with the Moanalua/Aiea Community School for Adults, and the military.
3. MoHS has passed its annual school inspection consistently for the past 12 years.
4. The school provides not only a "safe, clean, healthy and orderly place of learning" but exemplifies a spirit of caring and collaboration in its school culture that holds high expectations of teachers, staff as well as students.
5. Leadership, especially the principal, is supportive, transparent, and data-driven. They empower and encourage faculty and staff to work toward student learning.
6. Ongoing professional development is offered to meet student needs. Examples include its annual Moanalua Professional Development Conference (currently the 11th year), Moanalua Complex Redesign Team for the high school and its feeder schools, new teacher orientation, and mentoring.
7. Leadership demonstrates data driven decision making with its implementation of Data Teams, use of disaggregated student data, formative and summative assessments, frequent use of surveying to solicit stakeholder input.
8. Programs from new teacher orientation to inservicing and professional development are in place to support teachers toward becoming more qualified and better equipped to provide excellent teaching in the classroom.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

1. With reduced government authorizations of resources, budget restrictions and allocation cuts, the school will continue to be creative in finding more funding. One of the largest providers JVEF will be ending. Resources are needed for repair and maintenance, additional staff, improved technology, and so on.
2. The school will need to continue negotiating "seamless" transitions with the high number of retirements, changes in position allocations, and leadership changes.
3. The school will need to accommodate the new policies and procedures expected by the state and federal governments (e.g., the transitions to a new bell schedule, graduation requirements, Common Core standards, and the state's new assessments).

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

1. Interviews with faculty, staff, administration, students, parents, community, complex area and state personnel
2. Focus group meetings
3. Classroom observations
4. Academic and Financial Plan
5. School Quality Survey
6. Student (subject) Portfolios
7. Teacher Portfolios, binders and bankers boxes
8. Faculty Handbook
9. College and Career Portfolios
10. Personal Transition Plans
11. Employment Portfolios (Student)

12. Career Pathway Portfolio
13. Newsletters
14. School website
15. Student work
16. Participation in the 11th Moanalua High School Professional Development Conference “Conversations for Learning - The Next Generation” held April 21, 2012. Included in the program was the 2011-2012 Moanalua High School Professional Journal: *Reflections XI: from concept to classroom*

CATEGORY B. STANDARD-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students have access to a 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?

Moanalua High School students 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

The 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.

Moanalua High School has two Learning Centers (magnet programs) that students inside and outside of the district can request to enroll in. The World Languages Learning Center provides enrichment activities and programs and opportunities for students to develop and showcase their language proficiency. The Media Communications and Technology Learning Center (or MeneMAC) offers students a chance to explore their interests and develop their skills in media production.

Beginning in 2009-2010, the school's 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 supporting research behind a broad based change in pedagogy involves teaching physics to all freshmen, chemistry to sophomores and biology to juniors.

Their science department is dedicated to be "ahead of the curve" on the best in science education and this position may put them "behind the eight ball" while they address concerns, work through curriculum adjustments and wait for data. Their data over time from this change in scope and sequence will be used to drive the instruction within the science department to ensure student success.

The school is also focusing on strengthening their math and language arts departments by implementing programs such as Math Stacking, Read 180, and Sunday Phonics. It was evident through the Focus Group meetings that these programs are working to meet the needs of struggling students.

B2. 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?

Most 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 (Career & Academic Plan). This was evident through classroom walk-throughs and focus group meetings.

The school offers many courses and co-curricular activities to meet the needs of their students. Their 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.

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 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

B3. To what extent are students meeting all the requirements of graduation upon completion of the high school program?

The school is effective in meeting all requirements of graduation upon completing the high school's program. 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.

Evidence of this is that the school normally graduates 92% to 96% or more of its Senior Class. 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.

Areas of strength for Standards-Based Student Learning: Curriculum that need to be addressed to ensure quality education for all students.

1. Students with special needs have access to rigorous standards-based curriculum through their co-teaching program.
2. All students receive assistance/instruction with their PTP through the school's CAP Program.
3. The Science courses have been changed/refined to better aligned the course sequence.

4. The school made AYP 2010-2011.
5. Increasing graduation rates (usually 92-96%) due extensive student support services.

Key issues for Standards-Based Student Learning: Curriculum that need to be addressed to ensure quality education for all students.

1. Provide additional real world applications (internships, job shadowing, etc) for all students to build rigor and relevance.
2. Continue to use data driven decision making to drive quality instruction in all content areas.
3. Consider all students to participate in the Senior Project (ELL, SPED, etc)
4. Continue work on integrated projects across the curriculum.
5. Utilize reading programs (Read 180 & Sonday Phonics) more extensively.
6. Developing an assessment system to address the GLOs in all grade levels/classes.
7. Provide students with “strategies” to ensure that all students are college and career ready (note taking, time management, life skills, etc)
8. Continue work on closing the achievement gap to ensure success for all students.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

1. Self Study
2. Classroom observations
3. Teacher evidence boxes and Data Team binders
4. Hands-on technology
5. Focus Group discussions
6. Dialogue with students
7. Leadership Team discussions

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?

Students at Moanalua High School are involved in challenging learning experiences to achieve the HCPS and the General Learner Outcomes. 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. Instruction is given regarding appropriate content and then students are given opportunities to exhibit and stretch their learning in a variety of ways.

MoHS students may register for appropriate classes based upon student interest and level of challenge desired. The choices include: AP and Honors classes, Senior Project, co-curricular activities (e.g., Marching Band, Academic clubs, and sports), IET, MeneMac, student government, Language Arts electives, World Languages Programs, CTE and the core curriculum required for graduation. The school's Career & Academic Planning (CAP) and Senior Project are valuable tools that help students prepare for college and life after high school.

Teachers at Moanalua High School use a variety of standards-based strategies and resources, including technology and experiences beyond the textbook and the classrooms, that actively engage students, emphasize higher order thinking skills, and help students achieve proficiency on the Hawaii Content and Performance Standards. Examples of these include:

- Student work examples: projects, performances, labs, essays, discussions, presentations, reflections, writing portfolios, formative & summative assessments
- Senior Project
- CAP
- Data Teams (Common Course Assessments and strategies)
- Use of multiple technologies (e.g., Promethean Board, BlackBoard, Jupiter grades, Photoshop and Class Jump)
- School wide teachers have received professional development in Common Course Assessments, the Rigor-Relevance Framework, and the Data Team Process
- Co-teaching/Inclusion model

Special education and ELL students receive additional instructional supports within the school day in the form of pull-out assistance and study skills classes. Tutoring/assistance is available after school on various days, as well as on Fridays during the school day.

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?

Moanalua High School teachers utilize a variety of standards-based strategies and resources, including technology and real-world applicable experiences towards helping students achieve proficiency on the state standards. Lessons include higher order thinking skills and the intensive use of technology based instructional tools.

Teachers at MoHS use a variety of standards-based strategies and resources to ensure student achievement. These strategies and resources include:

- Direct instruction/lecture
- Group/class discussions
- Guest speakers
- Analysis of primary source documents
- Individual/group oral presentations (Powerpoint, Prezi, etc.)
- Research papers/projects/portfolios
- Journals/Reflections
- Performances/skits/ mock trials
- Posters (illustrative interpretation)
- Read grade-level and higher-than-grade-level texts and write papers that require them to function at the highest levels of thinking.
- Oral presentations/public speaking
- Group collaboration/class discussion
- Role play / simulations / real world problems
- Competitions
- Senior Project
- Individual projects, oral presentations and timed writings
- Use of rubrics, peer editing of student writing
- Researched based strategies such as compare/contrast and culminating projects

Several departments utilize Gold Seal lessons from the International Center for Learning (Model Schools) and help students develop/manage their own learning goals.

Additionally, the following technologies are available in the classroom: Promethean Board (Math & Science departments), Black Board, Jupiter grades, etc. The computers and the Smart Lab are also made available to teachers when technology needed for student research/projects.

As outlined in the school-wide recommendation #3, to improve classroom instruction, MoHS has been focusing on identifying strategies to increase achievement as related to the Data Team 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.

Various schoolwide and department-based Data Teams analyze student learning in order to modify instruction and implement researched based instructional techniques towards increasing student learning for all students. 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. One example is through the analysis of power walkthrough data shown below.

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.

As a result of the above professional development at MoHS, there is an increase of active engagement in classrooms; greater instructional variety; an increase in small group instruction; 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.

Results of the recent student survey (2011 School Quality Survey) show that most students and parents perceive that their learning experiences are challenging. The staff feels that, "the instructional staff uses a variety of proven and effective strategies to respond to a range of student needs."

Areas of strength for Standards-Based Student Learning: Instruction that need to be addressed to ensure quality education for all students.

1. Comprehensive Professional Development Program
2. Data Teams/Utilization of Common Assessments
3. Met AYP in 2010-2011
4. World Languages Center
5. Fine Arts- Music and Art Programs
6. Utilization of technology tools to enhance student learning
7. AJROTC Program
8. MeneMac Learning Center

Key issues for Standards-Based Student Learning: Instruction that need to be addressed to ensure quality education for all students.

1. Reducing the Achievement Gap
2. Transition to Common Core Standards/SBAC performance assessments
3. Continue to develop/implement Integrated Curriculum units.
4. Enhance differentiation in all classes to meet needs of ELL and SPED students.
5. Challenge of balancing state requirements for instructional minutes with student needs for co-curricular activities and interventions, as well as the time for staff to plan and collaborate.
6. Continue to implement the use of available technologies with greater fidelity.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

1. Student work that provided insight regarding the use of higher order thinking skills, active learning, collaborative learning, application of knowledge to real world problems, technology, and activities that use both individual and group assignments
2. Summary comments by staff that explain analysis of student work, as well as rubrics utilized by staff to rate student performance/work
3. Self-study and additional written comments from faculty such as Data team minutes that reflect initiatives, changes they have made in course content, materials, and strategies to adapt to changing student needs
4. Student projects/performances that demonstrate progress toward attaining the school's learning goals for all students
5. Observing instruction
6. School wide Focus Group for Instruction Dialogue
7. Dialogue with students and staff, individual and stakeholder meetings
8. Extended dialogue with Leadership Team
9. State and school-based surveys

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. 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 shareholders 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. Individual student progress in meeting standards is shared with students and parents through Jupiter Grades, an online grade reporting system, report cards, and Special Education progress reports. The school is a part of the ACT National District Testing Program and is able to utilize data from grade 9 - 11 ACT assessments. The testing coordinator shares this information with teachers via their department chairs and to students through their CAP class. Student performance on standardized tests (i.e. ACT, PSAT, SAT), Hawaii State Assessment results, graduation rates, discipline and suspension information, grades, failure rates, and various perception surveys from teachers, parents, and students are shared with parents and other shareholders of the community through School Community Council reports, the school website which includes links to the DOE school information portals, and *The Word Newsletter*, a monthly school publication. The principal conducts a quarterly assembly to share and celebrate performance results with students. Students' grades and their growth and performance levels are determined through the use of standards-based formative and summative assessments. Data resulting from the implementation of common formative and common summative assessments are used to strengthen high achievement of all students.

Teachers use appropriate assessment strategies such as tests/quizzes, essays, portfolios, individual or group projects to measure student progress toward acquiring a specific body of knowledge or skills. Quadrant D lessons provide students with opportunities to engage in relevant, real life experiences to demonstrate their knowledge or skills. Some teachers also offer students a variety of choices of assessments to measure their progress. A range of samples of student work demonstrate student achievement of the academic standards including co-taught classrooms serving students with special needs.

Moanalua High School teachers have been recognized for exemplary classroom assessment practices and 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. To what extent do teachers apply a variety of formative and summative assessments, including student self-assessments, to evaluate student learning?

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?

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." As a result, all teachers work in Data Teams and apply a variety of common formative and summative assessments to evaluate student learning to a great degree. According to a school survey, a large majority of teachers (85%) use assessments, including 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. Twenty-nine percent of teachers use only summative assessment for grading.

The school regularly examines reading and math Hawaii State Assessment results for all students and subgroups and uses that information to modify the teaching and learning process. The data is also used to target interventions for those not meeting proficiency.

Teachers use the findings from common formative/summative assessments to modify the teaching and learning process for the enhancement of the educational progress of every student. Rubrics are frequently used by both teachers and students in evaluating their progress toward meeting proficiency on identified content standards and/or skills. Teachers surveyed (83%) said that they have a clear understanding of how to use formative assessment results to make changes in teaching and have a clear understanding of how to differentiate instruction (71%). Teachers reported that the sharing of effective instructional practices in their Data Teams is a key part of the process to support the educational progress of all students in meeting the academic standards. Teachers indicated that the General Learner Outcomes (GLOs) are shared with the students in a variety of ways and are important skills which are essential for success beyond high school. However, having been given no formal method of measuring the GLOs from the DOE has made it difficult to systematically monitor students' progress toward meeting the GLOs.

D3. 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 monitors 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 by serving as a point of data extraction, assimilation, and dissemination for various teacher groups and Leadership teams.

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 is currently undergoing through additional system design using feedback and input from classroom teachers and data team members. When in place, the system can be used as a central place for housing a variety of student information/data produced by the DOE and the school that can be accessed by teachers.

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. Language Arts and Math teachers 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. Teachers in the language arts and math departments engage in discussions in their Data Teams regarding how to modify (when necessary) and implement these assessments. The introduction to these new assessments has increased discussions on the need for time and professional development on implementing integrated curricular lessons.

D4. 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. The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program and its regular evaluation for school improvement. Examples include the allocation and usage of resources for Special Education Co-Teaching Teams, Read 180 intervention, and math restacking based the assessment results (i.e. HSA data, Algebra I grades) of students. Data Teams provide qualitative and quantitative data which have a direct impact on curriculum and instruction. Teachers have received training on effective instructional practices and differentiation in learning. Almost all teachers (94%) feel that the assessment data is used to determine support and allocation of resources (beyond monetary amounts) on a regular basis. The funding of personnel positions, such as Read 180, and course offerings like math restacking classes supplemented by summer school course offerings are the result of the school's goal to reduce the achievement gap as supported by the data. Additional interventions are offered by teachers through math tutorials before, during, and after school and through Sunday phonics. The use of data has also supported programs like the Learning Center with additional funding. Opportunities for professional development correspond to the needs of the teachers to support school and/or DOE initiatives such as co-teaching, use of technology in the classroom, Data Teams, Common Core State Standards, and Read 180. Teachers have expressed the need for additional professional development in the area of preparing students for "next generation assessments" aligned to Common Core State Standards.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability that need to be addressed to ensure quality education for all students.

1. The school uses a variety of methods for reporting student performance.
2. ACT assessments in grades 9 - 11 provide students and teachers with information to support teaching and learning.
3. In addition to regular reporting of grades through report cards, teachers use Jupiter Grades (online access to grades) to share student progress on meeting the standards with parents and students.
4. Teachers use a variety of assessment strategies to measure student progress.
5. The implementation of Data Teams has resulted in the use of common formative and summative assessments to modify teaching and learning to reduce the achievement gap.
6. The school is implementing various interventions (i.e. Co-Teaching, Read 180, math restacking, Sunday Phonics, CSAP, Core Teams) and has provided teachers with opportunities for professional development to support the goal of reducing the achievement gap.

Key issues for Standards-Based Student Learning: Assessment and Accountability that need to be addressed to ensure quality education for all students.

1. Continue to work on reducing the achievement gap.
2. Provide teachers with additional professional development on preparing students for the Smarter Balanced Assessments aligned to Common Core State Standards.
3. Continue to provide teachers with training on using Jupiter Grades or school selected grading systems as a communication tool.

4. Continue to work on the development and use of the school developed data portal (i.e., DataWise).
5. Continue to improve upon and expand implementation of Data Teams and interventions (i.e. Co-teaching, Read 180, Souday Phonics).

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

1. Self-study report
2. Focus Group discussions
3. Leadership Team discussions
4. Samples of student work
5. Data Team evidence binders
6. School/teacher surveys
7. Classroom observations

CATEGORY E. QUALITY STUDENT SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent do all students receive appropriate support along with a personalized education plan to help ensure academic success?

Moanalua High School provides numerous services to support the varying needs of students with special needs (e.g. serving individual plans through 504s, having ELL teachers) through special interests (e.g., art, music and different languages) as well as co-curricular activities. It is commendable that “all students receive support to develop and implement a personalized education plan... to ensure academic success” (p. 108). Ninety-five percent of the teachers feel that students feel connected. Students concur with this support as related to the career and academic plan (CAP).

The MoHS CAP (Career and Academic Plan Advisory Program) offers a personalized education plan to all students. CAP advisors meet weekly with their students and follow them throughout the four years.

Several key programs are implemented to close the achievement gap between the regular education and special education students. These include (1) Read 180 reading intervention program, (2) Inclusion or co-teaching intervention using the Larry Gloeckler model, and (3) math restacking as well as math workshop to assist students who fail Algebra 1.

Counseling services include four grade level, one outreach, and two college and career counselors. The outreach counselor provides additional services for the at-risk students through the CSAP program.

To further personalize the transfer of freshmen to high school, Moanalua High School has started 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.

E2. 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?

As with E1, the kinds of support services identified and framed in CSSS levels would suggest that there are various kinds of programs to meet different student needs. It is also notable that each student has access to “significant adults in the form of his/her classroom teachers and his/her Career and Academic Plan (CAP) advisor” (p.112) In terms of student perceptions of programs and support services, it appeared from the student survey data that students generally agreed that their work was challenging, of good quality, with high expectations, and aided by teachers (17.3% strongly agreed; 44.2% agreed). Overall in terms of student well-being, students agreed that teachers, counselors and staff cared about them, assisted them (overall 19.6% strongly agreed; 39% agreed). A support mechanism for students has been established through the CAP class that ensures personalized attention and guidance for every student. This consists of a 33-minute class in 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. The bell schedule has been modified to give 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. These modifications assist in ensuring that all students have access to and success with an integrated, standards-based curriculum.

All students have access to a system of personal support services daily via grade level, at risk, as well as college and career counselors. A College and Career Center works with students to complete their college and career portfolios, assist in career and college online searches as well as numerous other areas of assistance. The implementation of the ACT College and Career Readiness Program has also helped to ensure that all students be prepared for the transition from high school. Another example of this is the servicing of about 100 English Second Language learners in language arts and social studies through the ESLL program level, at risk, as well as college and career counselors.

Areas of strength for Quality Student Support for Student Personal and Academic Growth that need to be addressed to ensure quality education for all students.

1. The school provides for numerous programs that support and serve students from curricular and co-curricular offerings. Indicators suggest that students have teachers and/or CAP advisors to support their programs.
2. Resources have been made available through various means to support numerous programs despite declining budget allocations.
3. School leadership has provided excellent direction and support to ensure that students receive adequate services.

Key issues for Standards-Based Student Learning: Assessment and Accountability that need to be addressed to ensure quality education for all students.

1. Continue to explore the need to provide alternative opportunities for students who show interest/aptitudes in vocational careers.
2. Continue to explore accessibility for all students to all programs.
3. If additional instructional minutes are needed, then do so without reducing services to students.
4. Continue to evaluate and monitor the Core program in order to maximize the success of 9th grade students.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

1. Self-study and additional written comments from faculty that reflect changes they have made in course content, materials, and strategies to adapt to changing student needs.
2. Observing instruction
3. Focus Group dialogue
4. Dialogue with Leadership Team
5. Dialogue with students and staff, individual and stakeholders meetings

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Comments

The leadership team and instructional staff at Moanalua High School are to be commended for their reflection and analysis of the major schoolwide strengths and areas of growth. They have collaborated as a staff on the WASC Focus on Learning process and it has assisted them in refining their schoolwide goals for improved student performance. The school used many methods to study the school. These methods included analyzing test data, collecting evidence such as samples of student work and staff, student, and parent surveys, and conducting classroom observations.

The Focus on Learning process has included several of the stakeholders and has promoted a positive sense of collaboration. The school's WASC Self-Study reflects a comprehensive appraisal of the school's various academic and student support programs.

The important evidence that supports both the schoolwide areas of strength and the critical areas of follow-up include: the school's WASC Self-Study report, meetings with members of the Schoolwide WASC Focus Groups, District staff, representatives from the school's parent groups, observations of classrooms, examination of student work samples, interviews with students and parents/guardians, and discussions with the school leadership team.

Schoolwide Areas of Strength

1. The instructional and support staff provides a student centered supportive learning environment.
2. The school staff supports each other and strives to work collaboratively to improve student learning.
3. Both staff members and students enjoy being a part of the Moanalua High School's diverse learning community.
4. The school leadership offers good communication, provides transparency in decision-making, and continues to build leadership capacity throughout the school.
5. There is a willingness of staff and students to be involved in co-curricular and extra-curricular activities outside the classroom.
6. Students and parents/guardians acknowledge appreciation for the dedication and commitment of the school leadership and staff members.
7. Counseling, student support services, college and career center, and parent groups are actively involved in providing student support and educational opportunities.
8. The school has an outstanding and well-developed CAP (Career and Academic Plan), Core Teams, CSAP (Comprehensive School Alienation Program), and ACT Testing programs.
9. The implementation of Data Teams assists in improving teaching and learning.

10. Ongoing and comprehensive professional development activities are used to drive student learning and achievement.

The Visiting Committee agrees with the major growth areas identified by the school. The subsequent lists of critical areas for follow-up is a synthesis of 1) growth areas addressed by the school in the action plan, 2) suggestions to strengthen these areas already identified in the action plan sections, and 3) additional areas identified by the Visiting Committee.

Schoolwide Critical Areas for Follow-up

1. The school leadership and instructional staff continue efforts to regularly examine both common formative and summative assessment data results to reduce the student achievement gap.
2. The school leadership and instructional staff explore ways to further address the access of all students to the school's rigorous core and elective curriculum, especially English Language learners and students with disabilities.
3. The school leadership and instructional staff continue to work towards the transition to and implementation of Common Core State Standards and Smarter Balanced Assessment Consortium national assessments.
4. The school leadership collaborates with the instructional staff to develop, implement, and monitor systemic measurements and/or indicators of student progress towards achieving the General Learning Outcomes (GLOs) in all subject areas.
5. The school leadership works with the instructional staff to explore the need to expand the Career Technical Education course offerings that meet graduation requirements and State Department of Education Pathway Completer requirements.
6. The school leadership works with the instructional staff to explore the need to expand the variety of Advanced Placement classes.
7. The school leadership and instructional staff maintain their focus on improving the implementation and monitoring of Data Teams (including the fidelity of implementing common assessments), co-teaching, Read 180, and Sunday Phonics.
8. School leadership and instructional staff consider systemically defining what it means to be college and career ready upon high school graduation.

Chapter V: Ongoing School Improvement

The Visiting Committee finds that the Schoolwide Action Plan developed by Moanalua High School is an excellent roadmap towards having a systemic plan to increase the academic achievement of every student. 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. The goals include:

- Goal1: Assure all students graduate college and career-ready through effective use of standards-based education
- Goal 2: Ensure and sustain a rich environment and culture for life-long learners
- Goal 3: Continuously improve the effectiveness, efficiency, and responsiveness of the educational system

The steps identified in the Schoolwide Action Plan prioritize the overall schoolwide growth areas and are consolidated into the areas that need to be addressed to further improve student performance. The overall improvement needs identified by the school include the following:

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.
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.

The action plan, as much as possible, should align with the school’s Academic Plan and Strategic Plan and include the steps that will be taken to meet and exceed the schoolwide and student subgroup growth targets. The school leadership should continue to promote and strengthen ongoing professional development activities to ensure that every student achieves the GLOs and grade-level, standards-based curriculum.

With additional refinement and focus on how formative and summative disaggregated student achievement data results and GLOs will be utilized to evaluate how the Schoolwide Action Plan will

significantly increase student performance and eventually eliminate the achievement gap between higher and lower performing students, the school will be able to initiate specific measurable steps to improve the academic performance of every student. Furthermore, identified academic achievement targets and a well-defined follow-up process are critical to determine whether or not there are sufficient support and resources (human, time, money, research literature, etc.) to implement the necessary improvement areas identified in the action plans.

Comments on school improvement issues

1. The school leadership, instructional and support staff, and the school community have expressed a desire and commitment to continue improving the overall academic program for all students at Moanalua High School.
2. The students and parents/guardians indicate that they like their school and feel supported by the teachers.
3. The leadership team and instructional staff are willing to keep the needs for improving student learning first and foremost in the vision and mission of the school.
4. The ongoing participation and involvement of the school community and outside agencies in the overall support for the students are commendable.

Existing Factors that Support School Improvement

There is support and a professional commitment by the school leadership, majority of staff, and other stakeholders to implement these action steps. The school leadership has acknowledged that the Focus on Learning process and the recommendations from the Visiting Committee will be used to further refine the action plan.

The staff and leadership at Moanalua High School have accepted the challenge to continue the Focus on Learning process as a means to sustain their schoolwide efforts to improve the academic performance of every student. There appears to be a commitment to academic excellence for every student at the school.

Impediments to School Improvement

The school is committed to make sure the Schoolwide Action Plan addresses the specific areas of growth as mentioned by the WASC Focus Groups and the schoolwide critical areas expressed by the Visiting Committee. However, time and resources will need to be allocated and prioritized for this task. The ongoing budgetary crisis will continue to provide a challenge in providing adequate resources to achieve the desired goals to improve the teaching and learning for every student.

Lastly, to prevent the potential lack of follow-through on the steps identified in the Schoolwide Action Plan, there needs to be an ongoing monitoring and evaluation process of the improvement steps listed. The key to the successful implementation of the activities will be on how well the areas outlined in the plan become an integral part of the overall schoolwide improvement efforts that will be overseen by the school leadership and District.

Soundness of the Follow-up Process to Monitor Accomplishments of the Schoolwide Action Plan

The school leadership has articulated the need to further develop a monitoring and

evaluation process to accomplish the steps listed in the Schoolwide Action Plan. They are aware that a well-defined follow-up process is critical to determine whether or not there are sufficient support and commitment from all stakeholders to implement the necessary improvement areas identified in the action plans.

The school leadership will work collaborative with the leadership team to monitor progress in areas identified as “critical areas for follow up” and the action plan to ensure that all work and planning will translate to a better education for every student at Moanalua High School. The administration is providing leadership, guidance, and resources to facilitate the Schoolwide Action Plan serving as a driving force to improve the academic achievement of every student. The District, instructional and support staff, and school community have articulated a commitment to assist the school in this endeavor.

In conclusion, the Visiting Committee commends Moanalua High School's staff, and school community for their ongoing commitment and dedication to further improve the academic success of every student.