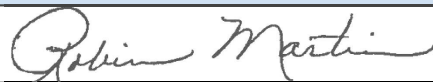





# Moanalua High School Academic Plan SY 2025-2026

2825 Ala Ilima Street  
(808) 305-1000  
[www.moanaluahs.org](http://www.moanaluahs.org)

- ☒ Non-Title 1 School
 ☐ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

<b>Submitted by Principal Robin Martin</b>	
	04/11/2025

<b>Approved by Complex Area Superintendent John Erickson</b>	
 <small>John Erickson (Apr 14, 2025 07:53 HST)</small>	April 15, 2025



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

#### VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Grade 9 - 12	California Expository Reading and ... ▾			
Alg 1 / Geometry / Alg 2		HMH Into AGA ▾		

Please list all **supplementary instructional materials** used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
EL Program	Imagine Learning			



### HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

**How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.**

☐ Panorama ☒ School-created template ☐ Other:

### UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 9	STAR Enterprise ▾	STAR Enterprise ▾
Grade 9 - 12 EL Students	WIDA Screener ▾	

## IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Year of Next Action: 2025

Year of Next Self-Study: 2010Type of Last Visit: Full Self-Study ▾Type of Next Action: Progress Report (No Visit) ▾

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

*"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><b><u>Student Need:</u></b> Grading and assessment practices need to continue toward moving forward for a common understanding of both purpose and encouragement of learning.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>1) Issues with existing Traditional and Standards Based Grading practices, plus consultation with experts, have changed some mindsets regarding grading and assessment</p>
2	<p><b><u>Student Need:</u></b> Math achievement needs to improve. This should include revisiting the areas of curriculum, instruction and assessment and promoting numeracy across the curriculum.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>2A) Students continue to struggle with problem solving and ability to defend their thinking</p> <p>2B) Instructional need to focus on SBA Math Claim-Concepts and Procedures</p> <p>2C) Adoption of new viable curriculum and the implementation of selected curriculum has encountered obstacles.</p>



**3** **Student Need:** To decrease the achievement gap between high needs and not high needs proficiency.

	SY 21-22	SY 22-23	SY 23 - 24
ELA Gap	26	22	26
Math Gap	22	12	20

**Root/Contributing Cause:**

- 3A) Students arriving at the school often lack prior knowledge and conceptual understanding.  
 3B) There is a need for better understanding of differentiation, accommodation and modification.

**4** **Student Need:** Continued Revision of Career and Academic Planning (CAP) curriculum.

**Root/Contributing Cause:**

- 4) Advisory curriculum developed years ago is difficult to keep current and relevant to changing needs of students.



In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1	<p><b><u>Targeted Subgroup:</u></b> Special Education</p> <p><b><u>Identified Student Need(s):</u></b> Teachers still exploring ways to differentiate and even modify instruction to accommodate all students.</p>								
2	<p><b><u>Targeted Subgroup:</u></b> English Learners</p> <p><b><u>Identified Student Need(s):</u></b> Continue to increase English Language Proficiency</p> <table><tr><td>SY 21-22</td><td>SY 22-23</td><td>SY 23 - 24</td></tr><tr><td>6%</td><td>18%</td><td>33.8%</td></tr></table>			SY 21-22	SY 22-23	SY 23 - 24	6%	18%	33.8%
SY 21-22	SY 22-23	SY 23 - 24							
6%	18%	33.8%							



Priority 1  
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026



<p><b>Mathematics Proficiency</b>  1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> <p><i>Required for AMR schools.</i></p>	<p>2A/2B</p>	<p>EA 1.1.3 (1) Offerings of Math Workshop to support Algebra I and Algebra II students struggling with mathematics proficiency.  EA 1.1.3 (2) Sharing of possible examples of how to incorporate numeracy lessons in other areas of the curriculum, other than Mathematics.  EA 1.1.3 (3) Use of resource and inclusion math classes to support students.  EA 1.1.4 (4) Working with Moanalua Middle and feeder elementaries to incorporate the use of “Concrete, Pictorial, Abstract” instructional progression; utilize struggle, collaboration and different methods of solving problems in a visible way as suggested in “Building Thinking Classrooms.”</p> <p>Leads: Ellie Steinman, Math Department Chair and Vice Principal assigned to Math Department</p>	<p>Review the STAR scores, SBA, and course grades.</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>		
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>3</p>	<p>Special Education:</p> <p>EA 1.1.4 (1) Continue to target Study Skills.</p> <p>EA 1.1.4 (2) More IEP Care Coordinator support for regular education classroom teachers who are providing specially designed instruction to students in their classes.</p> <p>Leads: Trudy Moore, SpEd Department Head and Vice Principal assigned to SpEd</p> <p>English Learners (EL):</p> <p>EA 1.1.4 (3) Improved EL supports in the Social Studies classrooms.</p> <p>EA 1.1.4 (4) Implementation of the Complex Area EL plan.</p> <p>EA 1.1.4 (5) All teachers continue to work towards SIQ/TESOL certification.</p> <p>EA 1.1.4 (6) Implementation of Thinking Maps with content specific curriculum. (Also working with the Middle School on this.)</p> <p>Leads: Jason Soileau, EL Coordinator and Vice Principal assigned to EL</p>	<p>Review Strive High data.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>		<p>EA 1.1.5 (1) Core content area department heads and curriculum coordinator working to vertically align with middle school.</p> <p>EA 1.1.5 (2) Elective exploration day for incoming Moanalua Middle School eighth graders.</p> <p>Leads: Barbara Lane, Curriculum Coordinator, Ellie Steinman, Math Chair, and Matthew Pounds, ELA Department Chair</p> <p>EA 1.1.5 (3) Meet with the feeder middle school throughout the year during the student's 8th grade year to ensure successful transition to MoHS.</p> <p>EA 1.1.5 (4) Core teams 1, 2, and 3 for incoming 9th graders</p> <p>Leads: Sherrie Faildo-Lee, SSC and Vice Principal assigned to Core.</p> <p>EA 1.1.5 (5) Ongoing training from the District and State in meeting indicator 13 standards.</p> <p>EA 1.1.5 (6) Meeting 1:1 with teachers to review transition plans for compliance with Indicator 13 compliance.</p> <p>EA 1.1.5 (7) Submitting transition plans to a district resource teacher (RT) for feedback prior to meetings.</p> <p>Leads: Trudy Moore, SpEd Department Chair and Vice Principal assigned to SpEd.</p>	<p>Tracking 9th grade promotion rate.</p> <p>MoHS SpEd student's IEPs meet increased compliance with Key Indicators to Student Success (Indicator 13 standards).</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?"  and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.2.1. All students desire to and attend school regularly.  <i>Required for all schools.</i>		EA 1.2.1 (1) Teachers and Counselors contacting parents/guardians to encourage regular attendance. EA 1.2.1 (2) Meetings with families to encourage regular attendance. EA 1.2.1 (3) Implementation of interventions recommended at monthly Group Peer Reviews. EA 1.2.1 (4) Performing possible home visits by a counselor and administrator.  Leads: Andrea Rhodes, Outreach Counselor and Vice Principal assigned to Attendance	Review chronic absentee data.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>		<p>EA 1.2.2 (1) Student of the month to recognize positive behaviors.</p> <p>EA 1.2.2 (2) Student Association led school wide activities to encourage positive school culture.</p> <p>EA 1.2.2 (3) Lunch time activities and information booths for students presented by PEP.</p> <p>EA 1.2.2 (4) Continuation of utilizing a routine for welcoming students each day.</p> <p>Leads: Vice Principals</p>	<p>Review the Sense of Belonging score data in the SQS.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___, \$</p>		
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>		<p>EA 1.2.3 (1) CAP Advisory for all students. Students stay together in CAP for their years at Moanalua High School.</p> <p>EA 1.2.3 (2) May Day Assembly participation and involvement for students and community.</p> <p>EA 1.2.3 (3) Polynesian Dance Performances to celebrate our culture in our school, community and visitors to our school.</p> <p>Leads: Vice Principals</p>	<p>CAP Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___, \$</p>		



★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?"  and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.  <i>Required for all schools.</i>		EA 1.3.1 (1) Grade 9-12 CAP. EA 1.3.1 (2) Comprehensive list of courses available for career exploration. EA 1.3.1 (3) Guest speakers and support for teachers in community and civic opportunities. EA 1.3.1 (4) Career Fair held every other year to bring representatives from various occupations to speak with students. EA 1.3.1 (5) Implementation of Sexual Violence Prevention Program.  Leads: Counselors, CAP Coordinators, and Vice Principals	Successful completion of the Personal Transition Plan by 12th grade.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

<b>K-12 Alignment</b> 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.		EA 1.3.2 (1) Core content area department heads and curriculum coordinator vertically align with middle school. EA 1.3.2 (2) Vertical Design (VRT) Meetings - Administrators and Curriculum Coordinators meet monthly to vertically align with feeder schools in the Moanalua Complex EA 1.3.3 (3) MoHS CTE Coordinator works with Registrars and Middle School CTE leads.  Lead: CTE Coordinator, Counselors, and Registrars	Meeting notes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		
1.3.3. All students graduate high school with a personal plan for their future.	4	EA 1.3.3 (1) Grade 9-12 CAP. EA 1.3.3 (2) College and Career Support (monthly bulletins, student conferences)  Leads: Tricia Apana and Courtney Chun, College and Career Counselors	Successful completion of the Personal Transition Plan by 12th grade.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		



## Priority 2

### High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
MoHS.1 Assist all teachers that desire to become highly qualified in achieving that goal.		EA MoHS.1 (1) MoHS provides someone to meet with non-HQTs, support them and provide available options for certification or adding of fields to their certifications.  Lead: HQ school designee	Review the records required for audit.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



### Priority 3

#### Effective and Efficient Operations At All Levels

#### ★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.  <i>Required for all schools.</i>		EA 3.3.1 (1) Regular monthly meetings with principal or admin designee present. EA 3.3.1 (2) All stakeholders are represented at all meetings.  Lead: Vice Principal assigned to SCC	SCC Minutes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		





★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"  Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?"  and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
MoHS.2 To continue established parent groups and forums to support meaningful activities focused on improving student academic achievement and school performance.  Create a sense of community and encourage involvement by parents and students.  <i>Required for AMR schools.</i>	1	EA MoHS.2 (1) Holds Open House and Parent Forums to attract new members to various groups and to support parents in their work with students and the school community.  EA MoHS.2 (2) Parent groups/nights: CORE open houses, Registration/AP Night, Junior College Planning Night, Senior College Planning Night, SPED Info Night  Lead: School administrators	Meeting and event artifacts such as invitations, presentation slides, and sign in sheets.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



★ Other Systems of Support						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
MoHS.3 Use a problem solving and collaborative approach to address needs of students  Support transition to 9th grade and offer support for on time promotion of 9th graders.  <i>Required for AMR schools.</i>	3A	EA MoHS.3 (1) Monthly Group Peer Review meetings with various professionals to review cases to problem solve and suggest possible interventions for struggling students.  EA MoHS.3 (2) CORE Team meetings held during provided common period prep for CORE team teachers.  Leads: Vice Principals, Counselors, and CORE Team Lead	GPR Notes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ___ \$ <input type="checkbox"/> Other: ___ \$		
MoHS.3 Grading and assessment practices need to continue moving forward for a common understanding of both	1	EA MoHS.3 (1) Work in CIAs to develop clear rubrics for student feedback and self-assessment. EA MoHS.3 (2) Provide samples of exemplar rubrics. EA MoHS.3 (3) Provide support and mentoring to struggling teachers.	CIA Meeting Notes  CIA Rubrics  Survey of teachers.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

purpose and encouragement of learning.		EA MoHS.3 (4) Continue to involve parents in the discussions on grading.  Lead: PD Team	Collected exit passes after faculty collaboration	<input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		
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**APPENDIX A: SCHOOL BELL SCHEDULE**

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Moanalua High School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

**Total student instructional hours per year** (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1168 Hours per year

**Did your school submit a SCC Waiver Request Form? Please explain.**

Yes we requested two additional days.

Moanalua High School Bell Schedule  
A/B Week (60 & 75 Minute Periods)

Monday - A1	Tuesday - A2	Wednesday - A3	Thursday - B1	Friday - B2
8:25 AM - 8:30 AM (5) Opening	8:25 AM - 8:30 AM (5) Opening	8:25 AM - 8:30 AM (5) Opening	8:25 AM - 8:30 AM (5) Opening	8:25 AM - 8:30 AM (5) Opening
8:30 AM - 9:30 AM (60) Period 1	8:30 AM - 9:30 AM (60) Period 1	8:30 AM - 9:30 AM (60) Period 3	8:30 AM - 9:45 AM (75) Period 1	8:30 AM - 9:45 AM (75) Period 4
9:30 AM - 9:45 AM (15) Recess	9:30 AM - 9:45 AM (15) Recess	9:30 AM - 9:45 AM (15) Recess	9:45 AM - 10:00 AM (15) Recess	9:45 AM - 10:00 AM (15) Recess
9:45 AM - 9:50 AM (5) Passing	9:45 AM - 9:50 AM (5) Passing	9:45 AM - 9:50 AM (5) Passing	10:00 AM - 10:05 AM (5) Passing	10:00 AM - 10:05 AM (5) Passing
9:50 AM - 9:55 AM (6) Bulletin	9:50 AM - 9:56 AM (6) Bulletin	9:50 AM - 9:56 AM (6) Bulletin	10:05 AM - 10:11 AM (6) Bulletin	10:05 AM - 10:11 AM (6) Bulletin
9:56 AM - 10:56 AM (60) Period 2	9:56 AM - 10:56 AM (60) Period 2	9:56 AM - 10:56 AM (60) Period 4	10:11 AM - 11:26 AM (75) Period 2	10:11 AM - 11:26 AM (75) Period 5
10:56 AM - 11:02 AM (6) Passing	10:56 AM - 11:02 AM (6) Passing	10:56 AM - 11:02 AM (6) Passing	11:26 AM - 11:32 AM (6) Passing	11:26 AM - 11:59 AM (33) Lunch
11:02 AM - 12:02 PM (60) Period 3	11:02 AM - 12:02 PM (60) Period 4	11:02 AM - 12:02 PM (60) Period 5	11:32 AM - 12:03 PM (31) CAP	11:59 AM - 12:04 PM (5) Passing
12:02 PM - 12:35 PM (33) Lunch	12:02 PM - 12:35 PM (33) Lunch	12:02 PM - 12:35 PM (33) Lunch	12:03 PM - 12:36 PM (33) Lunch	12:04 PM - 1:19 PM (75) Period 6
12:35 PM - 12:40 PM (5) Passing	12:35 PM - 12:40 PM (5) Passing	12:35 PM - 12:40 PM (5) Passing	12:36 PM - 12:41 PM (5) Passing	1:19 PM - 1:25 PM (6) Passing
12:40 PM - 1:40 PM (60) Period 6	12:40 PM - 1:05 PM (25) Homeroom	12:40 PM - 1:40 PM (60) Period 6	12:41 PM - 1:56 PM (75) Period 3	1:25 PM - 2:40 PM (75) Period 7
1:40 PM - 1:46 PM (6) Passing	1:05 PM - 1:11 PM (6) Passing	1:40 PM - 1:46 PM (6) Passing	1:56 PM - 2:01 PM (5) Closing	2:40 PM - 2:45 PM (5) Closing
1:46 PM - 2:46 PM (60) Period 7	1:11 PM - 2:11 PM (60) Period 5	1:46 PM - 2:46 PM (60) Period 5	2:01 PM - 2:06 PM (5) Teacher Work Time	2:45 PM - 3:25 PM (40) Teacher Work Time
2:46 PM - 2:51 PM (5) Closing	2:11 PM - 2:16 PM (5) Closing	2:46 PM - 2:51 PM (5) Closing	2:06 PM - 3:25 PM (79) Meeting	
2:51 PM - 3:25 PM (34) Tutorial	2:16 PM - 2:21 PM (5) Teacher Work Time	2:51 PM - 3:25 PM (34) Tutorial		
	2:21 PM - 3:25 PM (64) Meeting			

**Bell Schedule:**