



- ☐ Title I School
☒ **Non-Title 1 School**



MOANALUA HIGH SCHOOL

Academic Plan SY 2026-2027

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Date *4/16/24*

Approved by Complex Area Superintendent: John Erickson

John Erickson

John Erickson (Apr 17, 2026 15:34:51 HST)

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

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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	English Language Arts	Mathematics	Science	Social Studies
Grade 9 - 12	California Expository Reading and Writing -			
Algebra 1		HMH Into AGA -		
Geometry		HMH Into AGA -		
Algebra 2		HMH Into AGA -		

Please list all **supplementary instructional materials** used to 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	Common Lit and Keystone			

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 -	

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: Group Peer Review Progress Monitoring

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kūlia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Year of Next Action: 2027

Year of Next Self-Study: 2030

Type of Last Visit: Full Self-Study -

Type of Next Action: Mid-Cycle Report & 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

Student Need:

The inclusion rate for special education students in general education classes has seen a decrease in 2024-25, dropping to 47.3% from 58.1% the previous year. A need is still being expressed that we continue to refine systems of communication [WASC CAF 1].

	2022-23	2023-24	2024-25
Inclusion Rate	56.0%	58.1%	47.3%

Root/Contributing Cause:

- 1A. Communication gap between Care Coordinators and regular education teachers. Inconsistent systems of communication and collaboration between Care Coordinators of IDEA students and regular education teachers of inclusion students.

2

Student Needs:

Math proficiency decreased to 32.1% in 2024-25. Math scores show a need for commitment from all classrooms to incorporate numeracy (the understanding of numbers and what they can do) into the subject areas and curriculum [WASC CAF 4]. There is a need to focus on improved student proficiency in mathematics to include an examination of the current curriculum and assessment practice with SBA/SBAC type items [WASC CAF 5].

		2022-23	2023-24	2024-25
	Math Proficiency	28.9%	37.1%	32.1%
	Root/Contributing Cause: 2A. Systemic focus on conceptual understanding and mathematical reasoning, and the use of formative assessment data is evolving. 2B. Formal vertical alignment between the high school curriculum and the feeder middle school's instructional standards continues to develop.			
3	Student Need: EL On-Track data declined from 33.8% on track in SY 2023-24 to 24.3% on track in SY 2024-25. There is still a need to improve support for EL students, especially in the regular education classroom [WASC CAF 7].			
	School Year	% On Track	Updated Target	
	2023-24	34.78%	34.78%	
	2024-25	24.29%	39.19%	
	2025-26		43.59%	
	2026-27		48.00%	
	Root/Contributing Cause: 3A. Inconsistent use of sheltered instruction is driven by a lack of job-embedded professional development.			
4	Student Need: Students need to deepen their understanding of the learning progression so they take greater ownership of their academic growth through self-assessment and reflection. We need to continue to visit grading and assessment practices to explore and determine common understandings and agreements that can be reinforced through ongoing professional development [WASC CAF 6].			
	Root/Contributing Cause: 4A. Grading and assessment practices are misaligned between the Standards-Based Grading policy and evidence-based assessment research. 4B. Variations in structures and processes to examine data on post-high school success for students in order to determine if the courses offered at Moanalua are adequate in preparing students for a successful post-secondary transition. 4C. Frequency of student feedback is inconsistent on JupiterEd, as the platform is utilized for communication with parents, posting grades and showing student progress.			

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	Targeted Subgroup: High Needs Group			
	Achievement Gap between High-Needs Group and Non-High Needs Group			
	School Year	Language Arts	Math	Science
	2022-23	21.7%	11.8%	22.6%
	2023-24	26.0%	19.9%	28.5%
	2024-25	25.1%	17.4%	21.9%
	Identified Student Need(s): The High Needs group consistently shows lower proficiency than the Non-High Needs group across all subjects.			
2	Targeted Subgroup: English Learners			
	Identified Student Need(s): EL On-Track data declined to 24.3% on track in SY 2024-25, which is below the 39.19% state target. There is still a need to improve support for EL students, especially in the regular education classroom.			



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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Sem 1 Check December 11, 2026	AMR Sem 2 Check May 14, 2027
Mathematics Proficiency 1.1.3 All students who enroll at MoHS and are not proficient in mathematics by the end of their eighth grade year, will <u>receive necessary and timely support</u> to become proficient. <i>Required for AMR schools.</i>	2A 2B 3A 5B 5C	EA 1.1.3 (1) MoHS will offer Math Workshop classes to support non-proficient Algebra students who are identified using formative assessment data and summative assessment data and who will receive differentiated support based on need areas. EA 1.1.3 (2) PD Team will facilitate quarterly collaborative sharing opportunities during faculty and department meetings on ways to incorporate numeracy lessons and apply mathematical concepts in other content areas when possible. EA 1.1.3 (3) Teachers will implement specially designed instruction (SDI) within resource and inclusion math settings, utilizing evidence-based strategies to provide real-time scaffolding and mastery-based feedback for students with IEPs.	EA 1.1.3 (1) SBA data, STAR data, math grades, teacher input EA 1.1.3 (2) Faculty meeting slides, agenda, minutes; Dept meeting notes EA 1.1.3 (3) PD days, STAR Learning Walks	WSF, \$ -		

		EA 1.1.3 (4) Moanalua Complex schools will meet monthly as a Vertical Redesign Team (K-12 alignment team) to co-develop a common instructional language rooted in the CPA (concrete-pictorial-abstract) progression and Building Thinking Classrooms pedagogy. This is aimed at normalizing productive struggle and visible thinking routines to increase student mathematical proficiency. <u>Accountable Leads:</u> • PD Team, including Curriculum Coordinator • Ellie Stineman, Math Department Chair • Admin Team	EA 1.1.3 (4) Vertical Redesign Team meeting agenda and minutes			
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1.1.4 All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1A 3A 4A 5A 5B	Special Education (SpEd): EA 1.1.4 (1) A SpEd Study Skills course will be utilized to help students learn strategies to monitor their own progress when needed. EA 1.1.4 (2) IEP Care Coordinators will meet with general education teachers at the start of the school year (and throughout the SY, as needed) to provide actionable scaffolding strategies and progress-monitoring tools to use with inclusion students. <u>Accountable Leads:</u> • Trudy Moore, SPED Department Chair • SPED Department Vice Principal English Learners (EL): EA 1.1.4 (3) EL teachers will collaborate with general ed teachers to plan for instruction that is paired with explicit instruction in speaking, reading, and writing. EA 1.1.4 (4) EL Team will follow the AMR Complex Area EL plan with a focus on professional development on language acquisition strategies. EA 1.1.4 (5) PD Team will ensure teachers are knowledgeable of SIQ/TESOL certification requirements. Admin will ensure teachers have completed necessary requirements. EA 1.1.4 (6) Teachers will incorporate Thinking Maps across all content areas to scaffold complex reading and writing tasks and to improve student organization and synthesis of information. <u>Accountable Leads:</u> • Jason Soileau, EL Coordinator • Vice Principal assigned to EL	EA 1.1.4 (1) SSR data, Quarterly Progress Reports EA 1.1.4 (2) Meeting minutes EA 1.1.4 (3) Curriculum maps EA 1.1.4 (4) PD agenda, slides EA 1.1.4 (5) SIQ/TESOL compliance report EA 1.1.4 (6) STAR Learning Walks; student work	WSF, \$ -		
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1.1.5 All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	1A 2B 4F	EA 1.1.5 (1) Department heads and curriculum coordinator to lead cross-level professional teams and develop shared alignment of learning progressions that bridge the transition from middle to high school curricula. EA 1.1.5 (2) School will organize an annual 'Elective Exploration Day' for incoming eighth-grade students, designed to increase academic investment by providing previews of elective pathways. <u>Accountable Leads:</u> • Barbara Lane, Curriculum Coordinator • Ellie Steinman, Math Department Chair • Matthew Pounds, ELA Department Chair • Carolyn Morita, Registrar EA 1.1.5 (3) Student Services Coordinator will organize an end of year transition support meeting with Moanalua Middle School SCC and/or SpEd teachers to discuss support for incoming 9th graders. EA 1.1.5 (4) Counseling Team will organize an end of year transition support meeting with Moanalua Middle School counselors and lead teachers to discuss support for incoming 9th graders. EA 1.1.5 (5) Three interdisciplinary freshman Core Teams will provide integrated academic and social-emotional support, utilizing shared planning time to monitor student attendance and behavior. <u>Accountable Leads:</u> • Sherrie Faildo-Lee, Student Services Coordinator • Taryn Tong, Counselor • Vice Principal assigned to Core	EA 1.1.5 (1) VRT agenda, minutes, 9th grade promotion rate EA 1.1.5 (2) Event flyer, student exit survey EA 1.1.5 (3) Transition support meeting agenda, minutes EA 1.1.5 (3) Transition support meeting agenda, minutes EA 1.1.5 (5) Core Team quarterly progress reports; Core mtg minutes	WSF, \$ -		
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		EA 1.1.5 (6) SpEd Department Head and Student Services Coordinator will schedule and coordinate professional development for all IEP Care Coordinators to ensure that we achieve and maintain goals and transition services in Indicator 13 of students' IEPs. EA 1.1.5 (7) SpEd support and IEP Care Coordinators will conduct monthly 1:1 sessions to audit transition plans against Indicator 13 standards. EA 1.1.5 (8) SpEd support will implement a pre-IEP review protocol where transition plans are submitted to the District Resource Teacher (RT) for feedback to ensure Indicator 13 compliance prior to family meetings. <u>Accountable Leads:</u> • Trudy Moore, SpEd Department Head • Sheri Faildo-Lee, Student Services Coordinator • Vice Principal assigned to SpEd	EA 1.1.5 (6) PD agendas and meeting minutes; review of Indicator 13 on IEPs EA 1.1.5 (7) IEP Meeting agenda, minutes EA 1.1.5 (8) Pre-IEP review plan; review of Indicator 13 on IEPs			
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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?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Sem 1 Check December 11, 2026	AMR Sem 2 Check May 14, 2027
1.2.1 All students desire to and attend school regularly. <i>Required for all schools.</i>	4C 5A	EA 1.2.1 (1) Teachers, counselors, and administrators will implement a school-home communication system where teachers and counselors conduct proactive outreach to families, prioritizing early intervention for students who are chronically absent. EA 1.2.1 (2) Teachers, counselors, and administrators maintain an attendance-intervention protocol integrating family-school conferences. EA 1.2.1 (3) Principal, Vice Principals, SpEd DH, SSCs, Counselors, and district staff collaborate, implement, monitor, and refine the strategies recommended during monthly Group Peer Reviews (GPR). EA 1.2.1 (4) As a tier 3 intervention, counselors and administrators will conduct home-visits for chronically absent students in order to identify barriers, provide immediate support resources, and re-engage students and families in the learning process. <u>Accountable Leads:</u> • Andrea Rhodes, Outreach Counselor • Taryn Tong, Counselor • Vice Principal assigned to Attendance	EA 1.2.1 (1) Communication records, daily attendance, chronic absenteeism rate EA 1.2.1 (2) Meeting minutes EA 1.2.1 (3) GPR meeting notes EA 1.2.1 (4) Attendance and communication records, home visit record	WSF, \$ -		

1.2.2 All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	4B 4D 4E	EA 1.2.2 (1) Student Association will recognize students through a "Student of the Month" recognition, which empowers peers and staff to nominate students who exemplify our school values. EA 1.2.2 (2) Student Association will lead school wide activities to encourage positive school culture. Planning time necessary for students to design and execute inclusive, campus-wide activities that increase student belonging. EA 1.2.2 (3) Peer Education Program (PEP) will sponsor events during lunch that provide students with access to information, peer-to-peer wellness resources, and interactive campus-engagement activities. EA 1.2.2 (4) Teachers and staff will continue to have a consistent classroom welcoming protocol to ensure that every student experiences a supportive, inclusive, and predictable start to their instruction period. <u>Accountable Leads:</u> • Neilson Ishida, Student Activities Coordinator • Kelly Kaholokula, Peer Education Teacher • Vice Principals	EA 1.2.2 (1) Sense of Belonging score data (SQS) EA 1.2.2 (2) Spirit Weeks, Assemblies, Club recruitments, Inter Club Meetings EA 1.2.2 (3) PEP Conference. Awareness Week Activities. EA 1.2.2 (4) Panorama SEL survey data; class observations	WSF, \$ -		
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1.2.3 All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools</i>	4D 4E 4F	EA 1.2.3 (1) Teachers will continue to follow the four-year CAP cohort model which provides a consistent support system that monitors student progress and cultivates a <i>Strengthened Sense of Excellence</i> and <i>Strengthened Sense of Responsibility</i>. EA 1.2.3 (2) May Day Committee will cultivate a <i>Strengthened Sense of Hawai'i</i> and a <i>Strengthened Sense of Belonging</i> by involving students and community stakeholders in the collaborative planning and execution of the end of year celebration, honoring the unique heritage of the Moanalua community. EA 1.2.3 (3) Students will have the opportunity to engage in Polynesian performance groups to <i>Strengthened Sense of Total Well-being</i> and to have a <i>Strengthened Sense of Aloha</i> while providing a vibrant cultural welcome to all visitors to the Moanalua complex. <u>Accountable Leads:</u> • Vice Principals • Tricia Apana, College and Career Counselor • Kapua Adams, 'Ōlelo Hawai'i teacher	EA 1.2.3 (1) CAP Survey EA 1.2.3 (2) May Day Committee planning notes; performances EA.1.2.3 (3) Polynesian Club attendance, Micronesian Club attendance; performances	WSF, \$ -		
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Sem 1 Check December 11, 2026	AMR Sem 2 Check May 14, 2027
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>	4B 4C 4D 4E 4F	EA 1.3.1 (1) Strengthen continued use of the 9-12 CAP cohort model as a roadmap to ensure all students participate in milestone-based career exploration and life skills information. EA 1.3.1 (2) Maintain a comprehensive Career and Technical Education (CTE) course catalog designed to provide students with a wide range of opportunities to explore across multiple high-growth industry sectors. EA 1.3.1 (3) Enrich concrete, authentic experience by providing access to civic engagement resources and guest speakers that align with state standards for social studies and community leadership. EA 1.3.1 (4) Execute a comprehensive biennial Career Fair designed to bridge the gap between classroom learning and professional industry expectations through direct mentorship and networking. EA 1.3.1 (5) Implement a comprehensive Sexual Violence Prevention (SVP) framework to foster a safe, respectful, and inclusive campus environment for all students. <u>Accountable Leads:</u> Counselors	EA 1.3.1 (1) Personal Transition Plan by 12th grade EA 1.3.1 (2) CTE course catalog & student survey EA 1.3.1 (3) Guest speaker calendar of events EA 1.3.1 (4) Scheduled Career Fair & student survey EA 1.3.1 (5) Calendar of SVP lesson implementation	WSF, \$ -		

		• CAP Coordinators • Vice Principals				
K-12 Alignment 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.	2B 4A	EA 1.3.2 (1) Members of the Vertical Redesign Team (VRT) will align with middle school leads to refine prerequisite skills and bridge the transition to high school rigor. EA 1.3.2 (2) Vertical Redesign Team will meet monthly to discuss strategies to ensure seamless academic transitions from feeder schools to the secondary level. EA 1.3.2 (3) Registrar and Middle School CTE leads meet throughout the school year to work on student scheduling and placement in high-demand career and technical education sequences. EA 1.3.2 (4) Teachers will utilize learning targets to confirm that students have clarity and understand the purpose and direction of their learning. <u>Accountable Leads:</u> • VRT Representatives • CTE Coordinator • Registrars	EA 1.3.3 (1) VRT Meeting notes EA 1.3.2 (2) VRT Meeting notes EA 1.3.2 (3) Registrar meeting notes EA 1.3.2 (4) Classroom walkthrough data	WSF, \$ -		

1.3.3 All students graduate high school with a personal plan for their future.	4B 4D 4E 4F	EA 1.3.3 (1) CAP teachers will assist students with aligning high school course selections with long-term professional aspirations and will deliver lessons to ensure successful completion of Personal Transition Plans (PTP). EA 1.3.3 (2) CAP teachers will distribute curated weekly College and Career bulletins to keep students and families informed of scholarship deadlines, internship opportunities, and upcoming milestones. <u>Accountable Leads:</u> Tricia Apana and Courtney Chun, College and Career Counselors	EA 1.3.3 (1) PTP completion EA 1.3.3 (2) CAP lessons, attendance	WSF, \$ -		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers.
- ★ GOAL 2.2 All schools are staffed by effective support staff.
- ★ GOAL 2.3 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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Sem 1 Check December 11, 2026	AMR Sem 2 Check May 14, 2027
MoHS.1 All teachers will maintain state licensure or be actively pursuing all state licensure and 'Highly Qualified' requirements.		EA MoHS.1 (1) Designated HQ Designee to conduct support and provide actionable roadmaps for attaining HQT status or adding secondary teaching fields. Accountable Leads: HQ school designee	EA MoHS.1 (1) HQT Status Report	WSF, \$ -		
MoHS.2 All new teachers (to the profession or to our campus) will be fully acculturated into the MoHS professional learning community.		EA MoHS.2 (1) All new teachers will attend a New Teacher Orientation to get acclimated to school operations and school culture. EA MoHS.2 (2) Beginning teachers will be partnered with a school-level mentor teacher and will attend mentoring sessions throughout the school year. Accountable Leads: Barbara Lane, Curriculum Coordinator and New Teacher Mentor	EA MoHS.2 (1) Orientation sign in, slides EA MoHS.2 (2) NT meeting notes, slides, activities	WSF, \$ -		



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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Sem 1 Check December 11, 2026	AMR Sem 2 Check May 14, 2027
3.3.1 All School Community Councils (SCC) have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>		EA 3.3.1 (1) The SCC will maintain consistent monthly meetings to align administrative leadership with community-driven priorities and student success initiatives. EA 3.3.1 (2) The SCC will ensure diverse stakeholder representation across all School Community Council sessions to facilitate balanced and equitable decision-making. <u>Accountable Leads:</u> - Principal - Vice Principal assigned to SCC	EA 3.3.1 (1) SCC Agenda and Minutes EA 3.3.1 (2) SCC Attendance and Minutes	WSF, \$ -		

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Sem 1 Check December 11, 2026	AMR Sem 2 Check May 14, 2027
MoHS.3 Parent and family involvement will include strategies 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>		EA MoHS.3 (1) The school will host strategic community events such as Open House and parent forums to recruit new parent leaders and provide families with the tools needed to advocate for their students. EA MoHS.3 (2) The school will deliver informational forums (including AP, College Planning, and SPED) to provide families with the resources necessary for successful academic transitions. <u>Accountable Leads:</u> • School Administrators • Counselors	EA MoHS.3 (1) Event artifacts (flyer, slides, and sign in sheets) EA MoHS.3 (2) Event artifacts (flyer, slides, and sign in sheets)	WSF, \$ -		

★ Other Systems of Support						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Sem 1 Check December 11, 2026	AMR Sem 2 Check May 14, 2027
MoHS.4 Use a problem solving and collaborative approach to address needs of students <i>Required for AMR schools,</i>	1A 2B 3A 5A 5B 5C	EA MoHS.4 (1) Counselors, Administration, and support personnel will engage in monthly collaborative problem-solving sessions to peer-review complex student cases and refine instructional or behavioral support protocols through Group Peer Review Meetings (GPR). EA MoHS.4 (2) Establish a consistent schedule of CORE Team meetings during common planning to streamline communication and support for shared student cohorts. <u>Accountable Leads:</u> • Vice Principals • Counselors • CORE Team Lead	EA MoHS.4 (1) GPR Meeting Notes EA MoHS.4 (2) Meeting agendas and minutes	WSF, \$ -		
MoHS.5 Grading and assessment practices need to continue moving forward for a common understanding of both purpose and encouragement of learning.	4A 4C 4F	EA MoHS.5 (1) Teachers will meet monthly through CIA groups and Departments to develop and implement clear, criteria-based rubrics for students to reflect on and monitor their own learning. EA MoHS.5 (2) Teachers will use STAR Learning Walks to partner with peers in a safe space to share resources, and build instructional confidence within their own practice.	EA MoHS.5 (1) CIA meeting notes EA MoHS.5 (2) STAR Learning Walk notes	WSF, \$ -		

		EA MoHS.5 (3) School administration will maintain transparent communication with families to ensure a shared understanding of grading standards and student progress. <u>Accountable Leads:</u> • PD Team • School Administrators • Counselors	EA MoHS.5 (3) Documentation of parent communication			
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

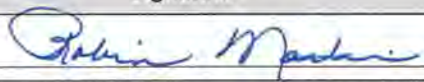
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **MOANALUA HIGH SCHOOL** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ *The following meetings were conducted to share the school data and gather input on student priorities.*
 - ☒ School Community Council (SCC) Meeting conducted on **Dec 15, 2025**.
 - ☒ School Leadership Team/PD Team Meeting conducted on **Dec 8, 2025**.
 - ☒ Faculty & Staff Meeting conducted on **Dec 11, 2025**.
 - ☒ *The following meetings were conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.*
 - ☒ School Community Meeting was conducted on **Mar 12, 2026**.
 - ☒ School Leadership Team/PD Team Meeting conducted on **Mar 9, 2026**.
 - ☒ Faculty & Staff Meeting conducted on **Feb 23, 2026**.
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 16, 2026**.

Attested:

MOANALUA HIGH SCHOOL Principal	Signature	Date
Robin Martin		Apr 16, 2026
SCC Chairperson	Signature	Date
Christine Haramura		Apr 16, 2026

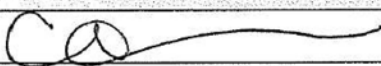
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Be sure to address resource and EL students who may not be enrolled in regular Ed ELA classrooms in the area of Personal Transition Plan (PTP)	All students should have a PTP completed.	Work with the Sped teachers on ensuring that students in resource classes are completing PTP's.

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Christine Haramura		Apr 16, 2026

APPENDIX B: 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.**

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)

1,168

Has an SCC Waiver Request Form been submitted to address bell schedule compliance?

☒ Yes ☐ No ☐ N/A, we meet the requirement

MOANALUA HIGH SCHOOL Bell Schedule:

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 - 9:56 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 7	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			