



# **KEALAKEHE INTERMEDIATE SCHOOL**

## **2022-2023 SELF STUDY REPORT**

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**74-5062 Onipa'a Street**

**Kailua Kona, Hawai'i 96740**

**Honoka'a, Kohala, Kealakehe, and Konawaena Complex**

**April 10-13, 2023**

**Hawaii DOE/ACS WASC Focus on Learning Accreditation Manual,  
2020 Edition**

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## **SCHOOL LEADERSHIP AND FOCUS GROUPS**

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### **Administration**

#### **Principal**

Janice Blaber

#### **Vice Principals**

Victoria Mailo

Mathieu Williams

#### **Department Chairs**

ELL: Suzanne Dadzie

Science: Jesse Mumma

Special Education: Dayle Yokoyama

Math: Bill Schwartz

ELA: Calista Liu

Electives: Ellen Farnsworth

Counseling: Deb Richard

Social Studies: Mindy Nahuina

#### **Grade Level Team Leads**

Team 6A Calista Liu

Team 6B Kim Dempsey

Team 7A Mindy Nahuina

Team 7B Pamela Hurley

Team 8A Starr Anastasio

Team 8B Hayley Perieira

## Home Groups

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### **Office Staff**

Loreena Ganeko -1  
Hoku Rocha - 2  
Randal Smith - 3  
Samara Toomata - 1  
Margie Smith - 2

#### ***E: Culture***

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### **Counselors**

Deb Richard - 1  
Lisa Harris - 2  
Joseph Richards - 3

#### ***A: Organization***

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### **Electives**

Ellen Farnsworth - 4  
Kim Dempsey - 5  
Starr Anastasio - 6  
Ronda Barker - 1  
Karen Foster - 2  
Nnamdi Kassel - 3  
Kimo Dumaguin - 4  
Rebecca Brito - 5  
Robert Kaminski - 6  
Thelma Spencer - 1

#### ***A: Organization***

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### **Support Staff**

Lillian Mori - 2  
Melanie Higashi - 3  
Clayton Mendiola - 1  
Brian Hall - 2  
Sookie Kim - 3  
Kaleio Ulu - 1

#### ***E: Culture***

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### **ELL**

Suzanne Dadzie-2  
Heather Shorey-1  
Brad Biesinger-2  
Danielle Dodge-1

#### ***C: Instruction***

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### **Social Studies**

Mindy Nahuina-1  
David Nahuina-2  
Ashlyn Cabatbat-1  
Bill Harlan-2  
Dominic DeHaven-1

#### ***C: Instruction***

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### **Science**

Jesse Mumma 1.1-1.3  
Samuel Coover 1.4-1.6  
Jacob Robinson 1.7-1.9  
Danny Arase 1.1-1.3  
Sofia Potenciano 1.4-1.6

#### ***B: Curriculum***

### **Special Education**

Dayle Yokoyama -1  
Matthew Gaughen - 2  
Matteo Favaloro - 1  
Jessica Hussain - 2  
Joanne Mero - 1  
Rabayah Akhter - 2  
Alex Knowlton - 1

#### ***D: Assessment***

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### **ELA**

Calista Liu 1.7-1.9  
Harmony Malone 1.1-1.3  
Pamela Hurley 1.4-1.6  
Arjay Swangel 1.7-1.9  
Hayley Pereira 1.1-1.3

#### ***B: Curriculum***

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### **Math**

Bill Schwartz - 2  
Diane Schwartz - 1  
Faith Walton - 2  
Casey Perreira-Rabago - 1

#### ***D: Assessment***

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### ***Educational Assistants***

Ross Fukumitsu - 3  
Lei Nedemeyer - 1  
Laurie Lucas - 2  
Tim McCandless - 3  
Goldie Flaherty - 1

#### ***E: Culture***

## Focus Groups

	<b>Category A</b> Organization	<b>Category B</b> Standards	<b>Category C</b> Instruction	<b>Category D</b> Assessment & Accountability	<b>Category E</b> Culture
Leads	Ellen Farnsworth Dayle Yokoyama Hayley Pereira	Kim Dempsey Isabella Ochoa Bardwell Jesse Mumma	Suzanne Dadzie Kawai Tupou Mindy Nahuina Casey Perreira-Rabago	Bill Schwartz Deb Richard Pam Hurley	Calista Liu Ronda Barker Starr Anastasio
Admin	Janice Blaber	Victoria Mailo	Mathieu Williams	Victoria Mailo	Mathieu Williams
ELL	Danielle Dodge-1		Heather Shorey-2	Brad Biesinger-1	Suzanne Dadzie-1
Science	Jesse Mumma-2	Jacob Robinson 1.1-1.3	Samuel Coover-1	Danny Arase-2	Sofia Potenciano-2
Social Studies	Bill Harlan-4	David Nahuina 1.4-1.6	Julia Castro-2	Dominic DeHaven-1	Ashlyn Cabatbat-3
Electives	Starr Anastasio-5 Thelma Spencer-6	Karen Foster 1.7-1.9 Nnamdi Kassel 1.1-1.3	Kimo Dumaguin-1 Robert Kaminski-2	Rebecca Brito-1	Ellen Farnsworth-1
Special Education	Matthew Gaughen-1	Matteo Favaloro 1.4-1.6	Jessica Hussain-1 Alex Knowlton-2	Joanne Mero-2 Dayle Yokoyama-1	Rabayah Akhter-2
Math	Faith Walton-2	Diane Schwartz 1.7-1.9			Vernon Lincoln-3
Counselor	Deb Richard-3	Joseph Richards1.1-1.3	Lisa Harris-2		
ELA	Sandorova - 2	Swangel - 1.7-1.9		Malone - 2	



## Preface

### Include the following:

- **Background:** A brief description of the school community and a short history of the school and its background. Include a summary of the school's ACS WASC accreditation history.
- **School Design:** Provide a brief summary of ways in which the school is using school design to ensure that the whole child is being addressed and is preparing students for college and career readiness to advance the goals of the HIDOE Strategic Plan 2017–2020.
- **Student Voice and Teacher Collaboration:** Provide a brief summary of how student voice and teacher collaboration are being addressed to advance the goals of the HIDOE Strategic Plan 2017–2020.
- **Current Self-Study Process:** Briefly describe the involvement and collaboration of all stakeholders in the self-study process.

### Background

Kealakehe Intermediate School is nestled in a rural neighborhood on the leeward side of Hawai'i Island. It is part of the Honoka'a, Kohala, Kealakehe, and Konawaena Complex. Its students, in grades 6-8, live within a 20 mile radius of our school, for the most part. It serves over 650 students. The three elementary feeder schools are Kealakehe Elementary, Holualoa Elementary, and Kahakai Elementary Schools. Eighth graders matriculate to Kealakehe High School, upon completion of their middle school years. Kealakehe Intermediate School is in its second year of being a Community Eligibility Provision school. Thus, all of its students receive free breakfast and lunch each day.

In the past five years, Kealakehe Intermediate School has transitioned through five principals. The teacher turnover rate has also been high, averaging 20% turnover each year in the past five years. Each member of its office staff, except for its School Administrative Services Assistant, is new to the school this school year.

In the 2015-2016 school year, Kealakehe Intermediate School continued its accreditation process. It received a six year accreditation with five recommendations. The recommendations were:

- The administration and staff, through a collaborative process, will develop, implement and monitor a focused staff development multi-year plan that trains teachers with the tools and strategies to provide students with relevant, challenging learning experiences that emphasize rigor and engages students in active learning.
- The administration and staff, through a collaborative process, will develop authentic community relations and communications that empowers and facilitates effective parent engagement through greater outreach and reciprocal understanding of cultures.

- For the staff to effectively implement data analysis for the assessment of student learning, the administration will provide a quality data analysis system. This system should improve instruction and monitor staff's demonstration of proficiency on an ongoing basis. The elements of a quality data analysis system include:
  - Common Formative and Summative Assessments
  - Common Instructional Practices
  - Common Rubrics for standardized grading
- The administration and staff, through a collaborative process, will develop, implement, and monitor a rigorous curriculum with challenging instructional practices aligned with the state standards, Science standards, CCSS, and GLOs to increase student learning. The elements of the documented curriculum include:
  - Curriculum Maps and Pacing Guides
  - Common Formative Assessments used to inform and modify instruction
  - Common Summative Assessments
  - Common Project-based Learning
- The faculty, guided by the Administration and supported by all departments and grade levels across the curriculum, will substantially increase Reading/English proficiency to improve standardized test scores (SBA, ACT, NAEP, etc.) and to improve student success for College and Career Readiness.

The mid-cycle progress report of 2018 gave updates on these areas.

The below reflects update to these areas:

### **School Design**

Kealakehe Intermediate School has three grade levels: 6, 7, and 8. Each grade level is divided into two teacher teams. Students are assigned to one of these teacher teams. One team is the English Language Learner Inclusion team, and the other is the Special Education Inclusion Team. Students take year long core courses and semester long elective courses that reflect pre academy pathways that are aligned to Kealakehe High School's future wall to wall academies. These academies are Creative Arts and Leadership, Sustainable Communities, and STEM. Thus, each of our grade levels is themed accordingly: grade 6 is STEAM, grade 7 is Sustainable Communities, and grade 8 is Global Leadership. All students have a daily hour long Advisory class. In Advisory classes, students receive SEL and academic guidance. If they are not reading at grade level, they receive tier two fluency intervention through the Read Naturally program. The advisory teacher delivers instruction for tier one and two to students in his/her advisory class. During advisory class, students also engage in quarterly intramural athletics.

Our Uplink Program supports extracurricular activities for all of our students. It has an average daily attendance of 80 students, and it has garnered powerful community partnerships to support middle school athletics on our campus, ranging from rugby to football, wrestling to basketball, and volleyball. In addition, instruction in debate, journalism, Academic Reading team, Performing Arts, May Day presentation



preparation, Pacific Islander Dance Group, Ho'oikaika and tutoring for each of the core subjects.

### **Student Voice**

One of the three main goals in Kealakehe Intermediate School's academic plan is to ensure 100% of our school stakeholders feel a sense of belonging to the school. This goal is aligned to the Na Hopena A'o framework of our HIDOE strategic plan. Our student leadership team, guided by our student activities coordinator, monitors our progress on this goal via quarterly surveys to all of our school stakeholders. It uses the data from these quarterly climate surveys to guide the work they do. Our student leadership team also helps to facilitate co-curricular and extra-curricular activities to help achieve the goal of sense of belonging.

Each semester our students facilitate reflective student led conferences for their families and advisory teachers. These student led conferences showcase their learning through goal setting, reflection, presentation and analysis of student work.

### **Teacher Collaboration**

PLCs are an integral part of Kealakehe Intermediate School. Teachers meet once a week in an afterschool department PLCs to align and refine curriculum. Teachers meet once a month in teams during advisory to engage in the RTI process that involves analyzing tier two reading intervention data. Each week, teachers meet with their department grade level counterparts to work through the common formative assessment cycle. Our school leadership team meets twice a week, once after school in a PLC and once during the school day to monitor operations and our school's academic plan. Mentor teachers meet with new teachers each month in our school level Ho'oulu PLC. Our PLC work is focused on meeting the goals of our academic plan.

### **Current Self Study Process**

Our self study process is our school improvement process. Staff meets weekly in departments and grade levels to engage in the school improvement process that involves reviewing regular school data, identifying a problem of practice, determining causes, developing action plans, taking action, checking progress on action, monitoring and adapting as needed.

## Chapter I: Progress Report

- **Description of any significant developments that have had a major impact on the school since the last full visit.**
- **Summary of the progress on the implementation of the Academic Plan, including critical areas for follow-up from the last full HIDOE/ACS WASC self-study.**
- **Comments on the follow-up process since the last self-study/visit.**

### Significant Developments

Kealakehe Intermediate School has made some significant developments since our last full self study. These developments are staff, program, and curricular changes.

#### Staff

- Staff changes include a new principal, new vice principals, a new registrar, an addition of a part time athletic director, a new PCNC, and half time library media specialist. The part time athletic director is focused on preparing our scholar athletes for high school and collegiate athletics, PCNC focuses on community outreach and coordinating events, and the media specialist focuses on maintaining the library and creating opportunities to engage students in their reading and writing.

#### Programs

- Different teacher PLCs have been created to focus on learning and teaching. The department PLCs meet each week, guided by the CFA cycle. Department PLCs also meet weekly after school to engage in professional development that will help vertically and horizontally align tier one curriculum. Interdisciplinary Team PLCs meet twice a month, guided by tier two reading intervention protocols.
- The leadership team now has Period 6 to focus on leadership tasks including, but not limited to, identifying and addressing needs of our school and staff, helping inform and guide decisions and the direction of our school and supporting our teams and department.
- The SPED and EL departments do not have an Advisory class, and this allows for a great support of their caseload (SPED) and EL students. The time allows them to deliver Tier 2 interventions to the SPED and EL students.
- Students with IEPs are responsible for reporting their progress, sharing their work, and providing input at their individual meetings. They also share IEP goals progress in their student-led conferences.
- West Hawaii Literacy Grant was implemented in the school year 2021-2022. This grant funded a half time literacy coach and a ⅓ time project based learning coach for Kealakehe Intermediate School. This grant also helped to secure and support the school's literacy plan's goals of strengthening tier one, implementing systematized RTI, and infusing place based and project based learning in our tier one to raise literacy and engagement for all our students.
- The adoption of the reading fluency program Read Naturally in the school year 2021-2022 has systematized our RTI. Students who are reading at grade four or below receive reading fluency intervention using Read Naturally. This

intervention is delivered in Advisory classes by the Advisory teacher for all grades. Small group instruction is the timer two intervention delivered in Advisory classes for students reading at grade 4 or below. In SY 22-23, push in virtual tutoring began for 200 of our students.

- Schoolwide implementation occurred in SY 22-23 of the messaging app Remind to facilitate school - parent connection and communication.

#### Curricular:

- Curricular changes have also occurred since our last ACS WASC visit. Our electives department has begun the task of aligning its curriculum to reflect the academies that will be offered at Kealakehe High School. These three academies are STEM, Creative Arts and Leadership, and Sustainable Communities. The electives department is grounding all of its semester courses in projects that align to these academies. Priority standards work has guided the PLCs for our core courses.
- Our Social studies teachers in grades 6 and 8 began using TCI as its core social studies curriculum.
- Our math teachers in grades 6 and 7 began using the Ready Math curriculum as its core math curriculum.
- All our EL teachers have gone through SIOP professional development to support them in lesson planning and classroom instruction.
- Our students all have Chromebooks assigned to them for classwork and homework. Google Classroom is used in almost every class to help deliver the curriculum and engage students in learning.
- All of our special education and EL teachers have been in the Orton Gillingham aligned SONDAY program to help deliver tier 3 interventions to our EL and SpEd students.
- Data has been collected in all content areas and used to drive decisions regarding instructional groupings, interventions, and individualized planning/programming.

#### Community:

- Increased and ongoing community engagement events such as Open House, the Arts/Craft/Food Truck events, Literacy Night, and the class car show.
- Increased amounts of communication through social media - Instagram, Facebook, and Twitter.
- Increased family communication through Remind and instant attendance parent notification.

**Summary of Progress** (ACPlan, ACS WASC critical areas)

Academic Plan for School Year 2022-2023 Summary of Progress

**Goal 1: Student Success** All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

<b>Outcome:</b> By the end of SY 22-23	<b>Summary of Progress</b>
<p><b>By June 2023 100% of teachers will engage in the CFA cycle at least twice a quarter.</b></p> <p>Rationale:</p> <p>Common formative assessment data will help us focus on giving timely feedback about learning to our students and gather timely feedback about our instructional practices. This feedback will help provide “just in time” information to all of our school stakeholders about how to reach our summative school goals. The feedback will inform our school improvement process.</p>	<ul style="list-style-type: none"> <li>● We have planned to do two CFAs per quarter. We are giving a 4 week window to plan, administer, input and dialogue.                             <ul style="list-style-type: none"> <li>○ We have scheduled only 1 CFA during Q1 &amp; Q4 due to time constraints</li> </ul> </li> <li>● All teams will be conducting CFAs on the same schedule</li> <li>● This new schedule will allow for more cohesiveness between counterparts and aid in student achievement through data reflection- actions to challenge high achievers and support students who do not meet target</li> </ul>
<p><b>By June 2023, at least 10% of our ELL students will test out of ACCESS for ELs examination.</b></p> <p>Rationale:</p> <p>The ACCESS for ELLs assessment is a summative measure that helps to gauge the learning of our ELL students. Exiting at least 10% of our ELL students from our EL program will show that our supports are helping EL students to be on track to graduation.</p>	<p>We are currently creating language development plans (LDPs) for each of our English learners. These plans will help inform teachers of the language needs of their students and what their specific language goals are in each of the four domains of language (reading, writing, speaking and listening). These plans will be shared in a meeting with each EL’s parents so that they understand and agree with the goals and can provide support for them.</p> <p>We are also creating language comparison ‘cheat sheets’ to support teachers as they address errors common during the L2 language acquisition process.</p> <p>We administer the WIDA Model of assessments of English language</p>

	<p>proficiency which our ELs will take in August so that we can get their current ELP level and use this data to have students set goals for how they will improve their language proficiency by the time they take WIDA ACCESS in January/February.</p>
<p><b>By June 2023, 100% of our students who receive IDEA services shall meet all of the goals in their IEP.</b></p> <p>Rationale:</p> <p>The meeting of the IEP Goals helps to gauge the learning of our students with IDEA services and will show that they are on track toward graduation.</p>	<p>Care coordinators will be creating appropriate goals according to the needs of the students based on the most current assessments. The student will work with their coordinator to create targeted goals for each quarter to progress to meet the goal. Progress monitoring system will be established and implemented as part of a department goal.</p>

**Goal 2: Staff Success** Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<b>Outcome:</b> By the end of SY 22-23	<b>Summary of Progress</b>
<p>By June 2023, 100% of students, staff, parents, and community will feel a strong sense of belonging to our school community, as measured by quarterly school student leadership surveys.</p> <p>Rationale:</p> <p>Developing a strong sense of belonging among all of our school stakeholders is imperative to building a culture of excellence grounded in our school vision.</p>	<p>Progress is being made as we build a more cohesive staff, beginning with the leadership group. With LBD as a guide, leadership can spread the sense of the collective to departments and teams.</p> <p>As students have been transitioning to in person learning, Advisory continues to play an important role in the sense of belonging. Building up and making Advisory consistent across the board could have a strong impact on student success with a heightened sense of belonging. Events that are student centered, such as the book fairs, also aided in student belonging. Planned events will contribute to the sense of belonging and</p>

	<p>community.</p> <p>Literacy night last school year was a success. Planned family engagement for this school will give families an increased amount of opportunity to engage and feel a belonging to KIS.</p> <p>100% is a great goal, however it may be a little eager to achieve this with all families.</p>
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**Goal 3: Successful Systems of Support** Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

<b>Outcome:</b> By the end of SY 22-23	<b>Summary of Progress</b>
<p>By June 2023, our school will earn a 3 overall MTSS rating , according to the <a href="#">Multi-Tiered System of Support Fidelity of Implementation Rubric</a>.</p> <p>Rationale:</p> <p>Implementing a cohesive system of support for all students is key to high growth among all students. The MTSS Fidelity of Implementation Rubric will create strong guidelines for our school to follow in order to build a strong system. It will help us follow a sustainable design cycle of school improvement (plan -empathize, define ,ideate; do - prototype; check - test; act - implement)</p>	<p>SY 21-22 universal screeners were delivered for reading, math (IReady) and SEL (Panorama). There were a higher percentage of IREADY reading and math screeners completed which resulted in Read Naturally fluency interventions.</p> <p>SY 21-22 SEL Panorama universal screener had a lower percentage of student surveys completed therefore SEL interventions could not address all students. Counselors evaluated SEL data available and implemented interventions T2 and T3.</p> <p>SY 22-23 is prepared to launch 3 rounds of universal screener for SEL-Social Emotional Learning during ADVISORY class and increase the percentage of student surveys completed. In doing so, Tier 2 and 3 interventions will be designed, implemented and monitored for progress monitoring with fidelity.</p>

<p>By June 2023, our school will earn at least an “Initial Implementation” score for component on the <a href="#">HIDOE School Design Matrix</a></p> <p>Rationale:</p> <p>A successful school ensures that values and mindset, curriculum and learning design, infrastructure, and student learning products and voice are aligned to promote equity and high growth among all students. The <a href="#">HIDOE School Design Matrix</a> will provide strong guidelines for our school to ensure high growth and equity is promoted at our school everyday. It will help us follow a sustainable design cycle of school improvement (plan -empathize, define, ideate; do - prototype; check - test; act - implement).</p>	<p>SY 21-22 Tier 1 curriculum is aligned within departments to best serve all student learners with support in grade-level standards, English language learning as well as specialized instruction. WIDA best practices were available as a tool for departments to modify grade level curriculum for English language learners and grade level standards were still presented. “Students can do hard things” is the mantra for Specialized Instruction for IEP students.</p>
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**ACS WASC Mid Cycle Visiting Committee 2019 Critical Areas Summary of Progress**

Critical Area for Follow Up	Summary of Progress
<p>Schoolwide Critical Area for Follow Up #1: The administration and staff through a collaborative process, develop, implement and monitor a focused staff development multi-year plan that provides teachers with tools and strategies to provide students relevant, challenging learning experiences that emphasize rigor and engages students in active learning.</p>	<p>Tier 1 Curriculum for all departments will be mapped out by May 2022. Tools for specializing instruction and providing targeted Tier 2 and 3 interventions are rolling out for Reading, Math and SEL at moderate percentage rates that need defining.</p>
<p>Critical Area of Follow Up #2: The administration and staff, through a collaborative process, develop authentic community relations and communications that empower and facilitate effective parent engagement through greater outreach and reciprocal understanding of cultures.</p>	<p>Our school continues to build community relations. During the year, we partnered with Kaupulehu to offer students a place off campus where they are able to learn more about the community and engage in authentic learning experiences. We also participated with other schools and joined efforts in celebrating different cultures in our community. This gives students and parents an experience to learn more of the cultures in our community. We had a Literacy night and invited all</p>

	<p>students and families. We then followed the event through community outreach and set up a Bookmobile in different areas; going out into the community and giving families the opportunity to pick up books at the areas we stopped at.</p> <p>We also started a “Ho’okipa” room here at school where community members can donate a variety of supplies for students and families. We have had quite a few community members donate and our room is filled with necessities. During the school day, if a student is in need of any of the items; we have it available for them. If parents or families are in need of any of the necessities; we have items to provide them with.</p> <p>We also continue to be the site for Tuesday Dinners where all community members are welcome to pick up a free meal that is provided by Ardie and his organization. He also has food available for them too.</p>
<p>Critical Area of Follow Up #3: For the staff to effectively implement data analysis for the assessment of student learning, the administration will provide a quality data analysis system. This system should improve instruction and monitor staff’s demonstration of proficiency on an ongoing basis. The elements of a quality data analysis system includes:</p> <ul style="list-style-type: none"> <li>● Common Formative and Summative Assessments</li> <li>● Common Instructional Practices</li> <li>● Common Rubrics for standardized grading</li> </ul>	<p>Having scheduled time for the preparation, implementation and reflection for our CFA makes the process more easy.</p> <p>Using the same formats readings and quizzes across the department so that data is more relevant and clear</p> <p>Returning to the use of a one point rubric?</p>
<p>Critical Area of Follow Up #4: The administration and staff, through a collaborative process, develop, implement, and monitor a rigorous curriculum with challenging instructional practices aligned with the state standards, Science standards, CCSS, and GLOs</p>	<ul style="list-style-type: none"> <li>● Still in the planning stages of this.</li> <li>● Even before school started, we planned the dates that allow for two CFA cycles per quarter.</li> <li>● Counterparts are working on common</li> </ul>



<p>to increase student learning. The elements of documented curriculum include:</p> <ul style="list-style-type: none"> <li>● Curriculum Maps and Pacing Guides</li> <li>● Common Formative Assessments used to inform and modify instruction</li> <li>● Common Summative Assessments</li> <li>● Common Project-based Learning</li> </ul>	<p>curriculum maps and pacing guides.</p> <ul style="list-style-type: none"> <li>● Plans to use department time to plan for CFAs and analyze data after they are administered.</li> <li>● Academic work is very standards focused, but there is not as much of a focus on GLOs. Advisory could be a good time for increased implementation.</li> </ul>
<p>Critical Area of Follow Up #5: The faculty, guided by the Administration and supported by all departments and grade levels across the curriculum, will substantially increase Reading/English proficiency to improve standardized test scores (SBA, ACT, NAEP, etc.) and to improve student success for College and Career Readiness.</p>	<ol style="list-style-type: none"> <li>1) I Ready</li> <li>2) Read Naturally</li> <li>3) CFA's</li> <li>4) Interventions</li> <li>5) Literacy in all classes</li> <li>6) Vocabulary in all classes</li> </ol> <p>The results of these activities are helping to improve the standardized test scores for students and improve student success for College and Career readiness</p>

**Summary of Progress** (Acplan, ACS WASC critical areas)

Academic Plan for School Year 2022-2023 Summary of Progress

**Goal 1: Student Success** All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

<b>Outcome:</b> By the end of SY 22-23	<b>Summary of Progress</b>
<p><b>By June 2023 100% of teachers will engage in the CFA cycle at least twice a quarter.</b></p> <p>Rationale:</p> <p>Common formative assessment data will help us</p>	<ul style="list-style-type: none"> <li>● We have planned to do two CFAs per quarter. We are giving a 4 week window to plan, administer, input and dialogue.                             <ul style="list-style-type: none"> <li>○ We have scheduled only 1 CFA during Q1 &amp; Q4 due to</li> </ul> </li> </ul>

<p>focus on giving timely feedback about learning to our students and gather timely feedback about our instructional practices. This feedback will help provide “just in time” information to all of our school stakeholders about how to reach our summative school goals. The feedback will inform our school improvement process.</p>	<p>time constraints</p> <ul style="list-style-type: none"> <li>• All teams will be conducting CFAs on the same schedule</li> <li>• This new schedule will allow for more cohesiveness between counterparts and aid in student achievement through data reflection- actions to challenge high achievers and support students who do not meet target</li> </ul>
<p><b>By June 2023, at least 10% of our ELL students will test out of ACCESS for ELs examination.</b></p> <p>Rationale:</p> <p>The ACCESS for ELLs assessment is a summative measure that helps to gauge the learning of our ELL students. Exiting at least 10% of our ELL students from our EL program will show that our supports are helping EL students to be on track to graduation.</p>	<p>We are currently creating language development plans (LDPs) for each of our English learners. These plans will help inform teachers of the language needs of their students and what their specific language goals are in each of the four domains of language (reading, writing, speaking and listening). These plans will be shared in a meeting with each EL’s parents so that they understand and agree with the goals and can provide support for them.</p> <p>We are also creating language comparison ‘cheat sheets’ to support teachers as they address errors common during the L2 language acquisition process.</p> <p>We have purchased the WIDA Model which is an assessment of English language proficiency which our ELs will take in August so that we can get their current ELP level and use this data to have students set goals for how they will improve their language proficiency by the time they take WIDA ACCESS in January/February.</p>
<p><b>By June 2023, 100% of our students who receive IDEA services shall meet all of the goals in their IEP.</b></p> <p>Rationale:</p> <p>The meeting of the IEP Goals helps to gauge the learning of our students with IDEA services and</p>	<p>Dayle</p> <p>Care coordinators will be creating appropriate goals according to the needs of the students based on the most current assessments. The student will work with their coordinator to create targeted goals for each quarter to progress to meet the</p>

will show that they are on track toward graduation.	goal. Progress monitoring system will be established and implemented as part of a department goal.
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**Goal 2: Staff Success** Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<b>Outcome:</b> By the end of SY 22-23	<b>Summary of Progress</b>
<p>By June 2023, 100% of students, staff, parents, and community will feel a strong sense of belonging to our school community, as measured by quarterly school student leadership surveys.</p> <p>Rationale:</p> <p>Developing a strong sense of belonging among all of our school stakeholders is imperative to building a culture of excellence grounded in our school vision.</p>	<p>Progress is being made as we build a more cohesive staff, beginning with the leadership group. With LBD as a guide, leadership can spread the sense of the collective to departments and teams.</p> <p>As students have been transitioning to in person learning, Advisory continues to play an important role in the sense of belonging. Building up and making Advisory consistent across the board could have a strong impact on student success with a heightened sense of belonging. Events that are student centered, such as the book fairs, also aided in student belonging. Planned events will contribute to the sense of belonging and community.</p> <p>Literacy night last school year was a success. Planned family engagement for this school will give families an increased amount of opportunity to engage and feel a belonging to KIS.</p> <p>100% is a great goal, however it may be a little eager to achieve this with all families.</p>

**Goal 3: Successful Systems of Support** Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

<b>Outcome:</b> By the end of SY 22-23	<b>Summary of Progress</b>
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<p>By June 2023, our school will earn a 3 overall MTSS rating , according to the <a href="#">Multi-Tiered System of Support Fidelity of Implementation Rubric</a>.</p> <p>Rationale:</p> <p>Implementing a cohesive system of support for all students is key to high growth among all students. The MTSS Fidelity of Implementation Rubric will create strong guidelines for our school to follow in order to build a strong system. It will help us follow a sustainable design cycle of school improvement (plan -empathize, define ,ideate; do - prototype; check - test; act - implement)</p>	<p>SY 21-22 universal screeners were delivered for reading, math (IReady) and SEL (Panorama). There were a higher percentage of IREADY reading and math screeners completed which resulted in Read Naturally fluency interventions.</p> <p>SY 21-22 SEL Panorama universal screener had a lower percentage of student surveys completed therefore SEL interventions could not address all students. Counselors evaluated SEL data available and implemented interventions T2 and T3.</p> <p>SY 22-23 is prepared to launch 3 rounds of universal screener for SEL-Social Emotional Learning during ADVISORY class and increase the percentage of student surveys completed. In doing so, Tier 2 and 3 interventions will be designed, implemented and monitored for progress monitoring with fidelity.</p>
<p>By June 2023, our school will earn at least an “Initial Implementation” score for component on the <a href="#">HIDOE School Design Matrix</a></p> <p>Rationale:</p> <p>A successful school ensures that values and mindset, curriculum and learning design, infrastructure, and student learning products and voice are aligned to promote equity and high growth among all students. The <a href="#">HIDOE School Design Matrix</a> will provide strong guidelines for our school to ensure high growth and equity is promoted at our school everyday. It will help us follow a sustainable design cycle of school improvement (plan -empathize, define,ideate; do - prototype; check - test; act - implement).</p>	<p>SY 21-22 Tier 1 curriculum is aligned within departments to best serve all student learners with support in grade-level standards, English language learning as well as specialized instruction. WIDA best practices were available as a tool for departments to modify grade level curriculum for English language learners and grade level standards were still presented. “Students can do hard things” is the mantra for Specialized Instruction for IEP students.</p>

**ACS WASC Mid Cycle Visiting Committee 2019 Critical Areas Summary of Progress**

Critical Area for Follow Up	Summary of Progress
<p>Schoolwide Critical Area for Follow Up #1: The administration and staff through a collaborative process, develop, implement and monitor a focused staff development multi-year plan that provides teachers with tools and strategies to provide students relevant, challenging learning experiences that emphasize rigor and engages students in active learning.</p>	<p>Tier 1 Curriculum for all departments will be mapped out by May 2022. Tools for specializing instruction and providing targeted Tier 2 and 3 interventions are rolling out for Reading, Math and SEL at moderate percentage rates that need defining.</p>
<p>Critical Area of Follow Up #2: The administration and staff, through a collaborative process, develop authentic community relations and communications that empower and facilitate effective parent engagement through greater outreach and reciprocal understanding of cultures.</p>	<p>Our school continues to build community relations. During the year, we partnered with Kaupulehu to offer students a place off campus where they are able to learn more about the community and engage in authentic learning experiences. We also participated with other schools and joined efforts in celebrating different cultures in our community. This gives students and parents an experience to learn more of the cultures in our community.</p> <p>We had a Literacy night and invited all students and families. We then followed the event through community outreach and set up a Bookmobile in different areas; going out into the community and giving families the opportunity to pick up books at the areas we stopped at.</p> <p>We also started a “Ho’okipa” room here at school where community members can donate a variety of supplies for students and families. We have had quite a few community members donate and our room is filled with necessities. During the school day, if a student is in need of any of the items; we have it available for them. If parents or families are in need of any of the necessities; we have items to provide them with.</p>

	<p>We also continue to be the site for Tuesday Dinners where all community members are welcome to pick up a free meal that is provided by Ardie and his organization. He also has food available for them too.</p>
<p>Critical Area of Follow Up #3: For the staff to effectively implement data analysis for the assessment of student learning, the administration will provide a quality data analysis system. This system should improve instruction and monitor staff's demonstration of proficiency on an ongoing basis. The elements of a quality data analysis system includes:</p> <ul style="list-style-type: none"> <li>● Common Formative and Summative Assessments</li> <li>● Common Instructional Practices</li> <li>● Common Rubrics for standardized grading</li> </ul>	<p>Having scheduled time for the preparation, implementation and reflection for our CFA makes the process more easy.</p> <p>Using the same formats readings and quizzes across the department so that data is more relevant and clear</p> <p>Returning to the use of a one point rubric?</p>
<p><u>Critical Area of Follow Up #4: The administration and staff, through a collaborative process, develop, implement, and monitor a rigorous curriculum with challenging instructional practices aligned with the state standards, Science standards, CCSS, and GLOs to increase student learning. The elements of documented curriculum include:</u></p> <ul style="list-style-type: none"> <li>● Curriculum Maps and Pacing Guides</li> <li>● Common Formative Assessments used to inform and modify instruction</li> <li>● Common Summative Assessments</li> <li>● Common Project-based Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Still in the planning stages of this.</li> <li>● Even before school started, we planned the dates that allow for two CFA cycles per quarter.</li> <li>● Counterparts are working on common curriculum maps and pacing guides.</li> <li>● Plans to use department time to plan for CFAs and analyze data after they are administered.</li> <li>● Academic work is very standards focused, but there is not as much of a focus on GLOs. Advisory could be a good time for increased implementation.</li> </ul>
<p>Critical Area of Follow Up #5: The faculty, guided by the Administration and supported by all departments and grade levels across the curriculum, will substantially increase Reading/English proficiency to improve standardized test scores (SBA, ACT, NAEP, etc.) and to improve student success for College and Career Readiness.</p>	<ol style="list-style-type: none"> <li>1) I Ready</li> <li>2) Read Naturally</li> <li>3) CFA's</li> <li>4) Interventions</li> <li>5) Literacy in all classes</li> <li>6) Vocabulary in all classes</li> </ol>

	<p>The results of these activities are helping to improve the standardized test scores for students and improve student success for College and Career readiness</p>
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## Chapter II: Student/Community Profile and Supporting Data and Findings

**Prepare a student/community profile. Include data and findings for the following:**

- **Demographic data, including the refined General Learner Outcomes and the implementation of the Na Hopena A’o**
  - **Disaggregated and interpreted student outcome data**
  - **Perception data summaries, if any**
  - **Brief summary that includes:**
    - **Implications of data**
    - **Identification of two to three major preliminary student learning needs**
    - **Important questions raised by analysis of data (to be discussed in Focus Groups)**
- 

**MTSS: Prepare a student/community profile. Include data and findings for the following:**

- **Demographic data, including the refined General Learner Outcomes and the implementation of the Na Hopena A’o**
- **Perception data summaries, if any**

### **Community Profile:**

Kealakehe Intermediate School is a public school located in Kailua-Kona, HI. The student population of Kealakehe Intermediate School is 666 and the school serves grades 6-8.

Kealakehe School is located in a transient island community. Teachers are recruited from the continent due to an ongoing teacher shortage in Hawaii. Kealakehe complex falls in a hard to fill area for teacher positions. Currently, SY 22-23, we have 4 teacher positions filled by temporary long term substitute teachers.

Students enroll at Kealakehe at random times throughout the year as families often find themselves isolated from extended families on the mainland or are impacted by the high cost of living in Hawaii. This first quarter of SY 22-23 6th grade alone had ten new enrolled students. 71 students enrolled after the start of Q1 SY 22-23. 113 withdrew.

### **Demographic Data**

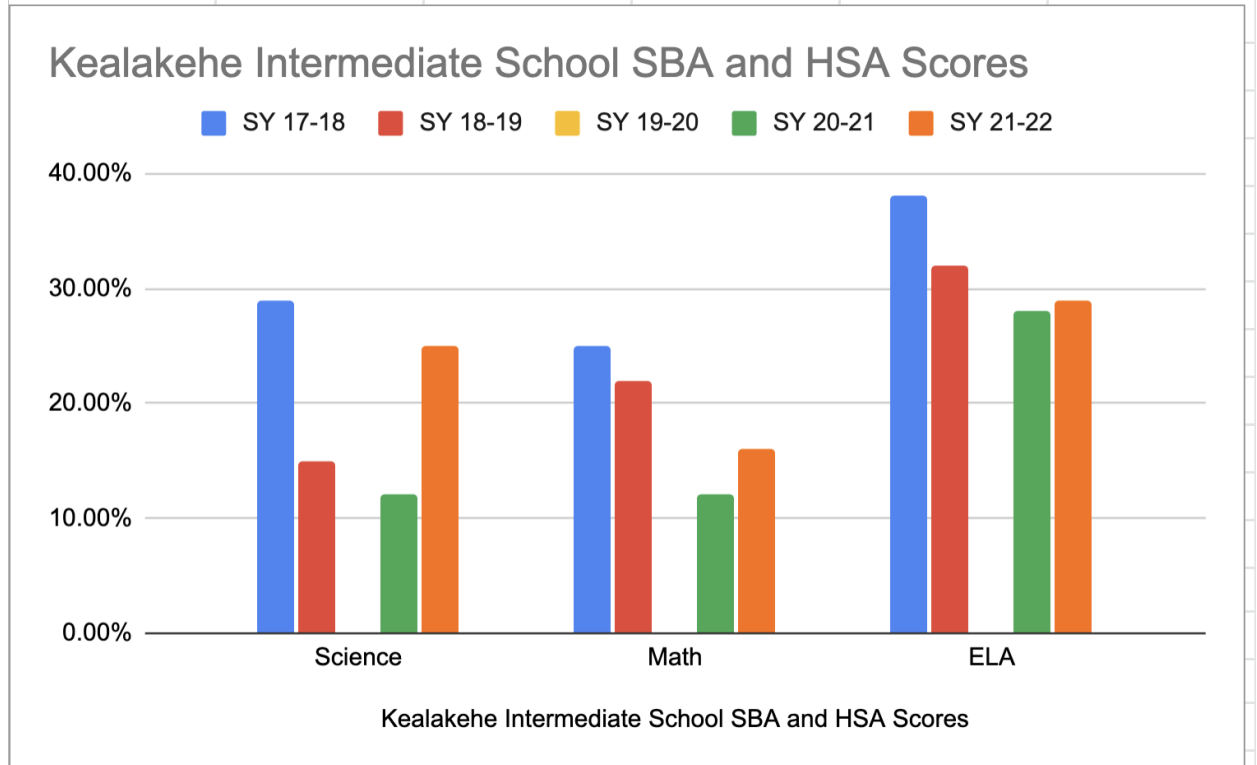
- Accurate disciplinary data unavailable in infinite campus and Lei Kulia
- # Students -666 - Females - 329, Males- 337
- Attendance – 88.25%
- [chronic absenteeism](#)
- Enrollments by IDEA – 9.31% (62)
- Enrollments by 504- 23



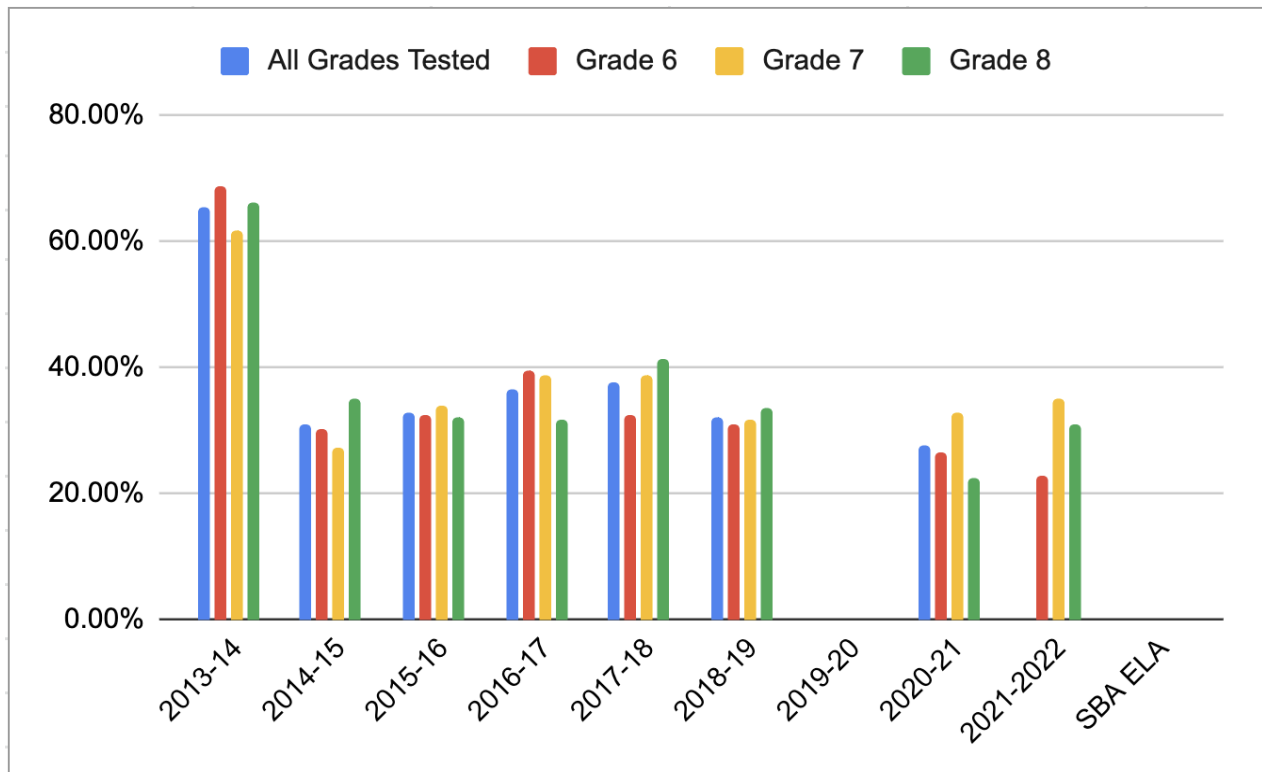
- Enrollments by EL - 24.47% (163)
- Ethnicity-  
 American Indian - .15% (2), Asian- 13.51%, Black - .45% (8), Chinese (9), Filipino - (98), Guamanian/Chamorro (2), Hispanic - 23.42% (50), Indo-Chinese (3)  
 Japanese- (21), Korean (10), Micronesian (119), Native Hawaiian (158),  
 Portuguese- 9, Samoan - 12, Tongan- 7, Multiple Ethnic- 14.86%, Pacific Islander - 38.44%, White - 9.01% 133
- EL Students - 162 (24.47%)
  - Languages spoken: Marshallese, Kosraean, Spanish, Mandarin, Ilocano, Korean, Cebuano/Visayan, Tagalog, Japanese, Vietnamese, Samoan, Ulithian, Fijian, Russian, & Chuukese
- Qualified for free/reduced lunch: 394 (59.16%)

**Academic Data**

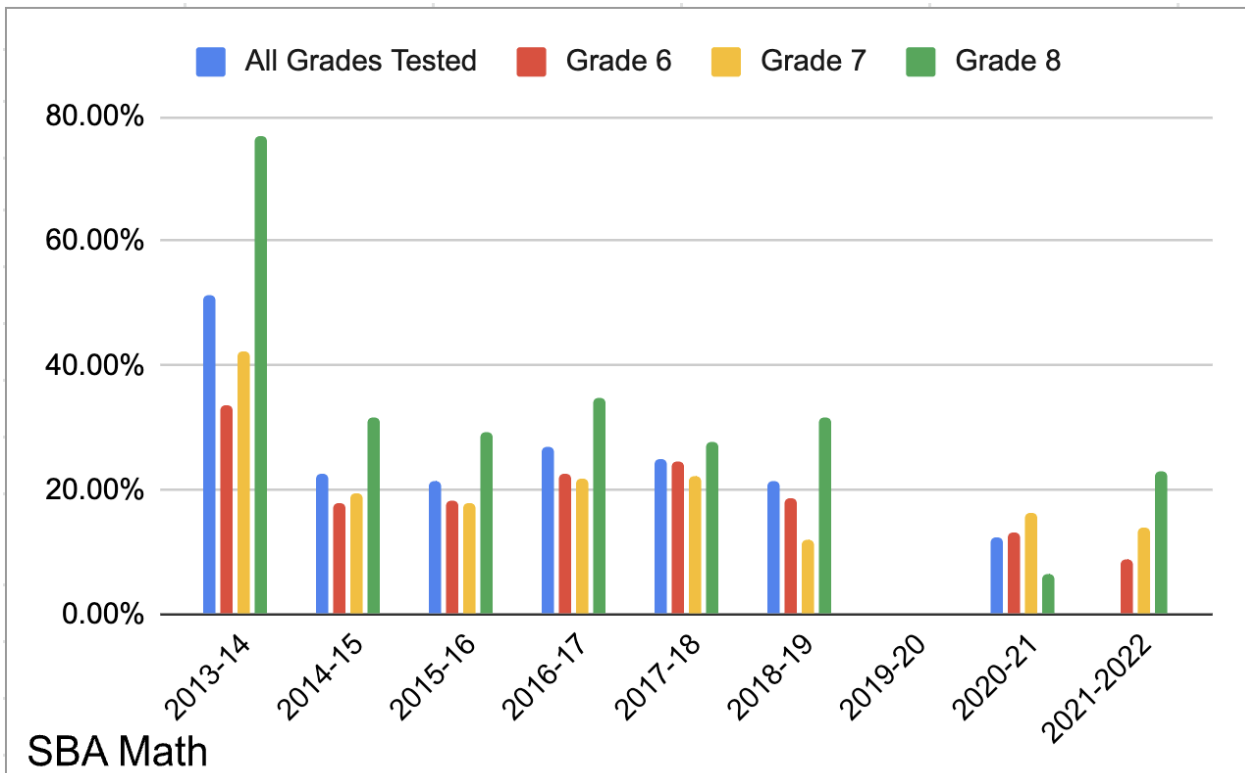
Kealakehe Intermediate School SBA and HSA Proficiency Rate					
	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
ELA	38%	32%	0	28%	29%
Math	25%	22%	0	12%	16%
Science	29%	15%	0	12%	25%



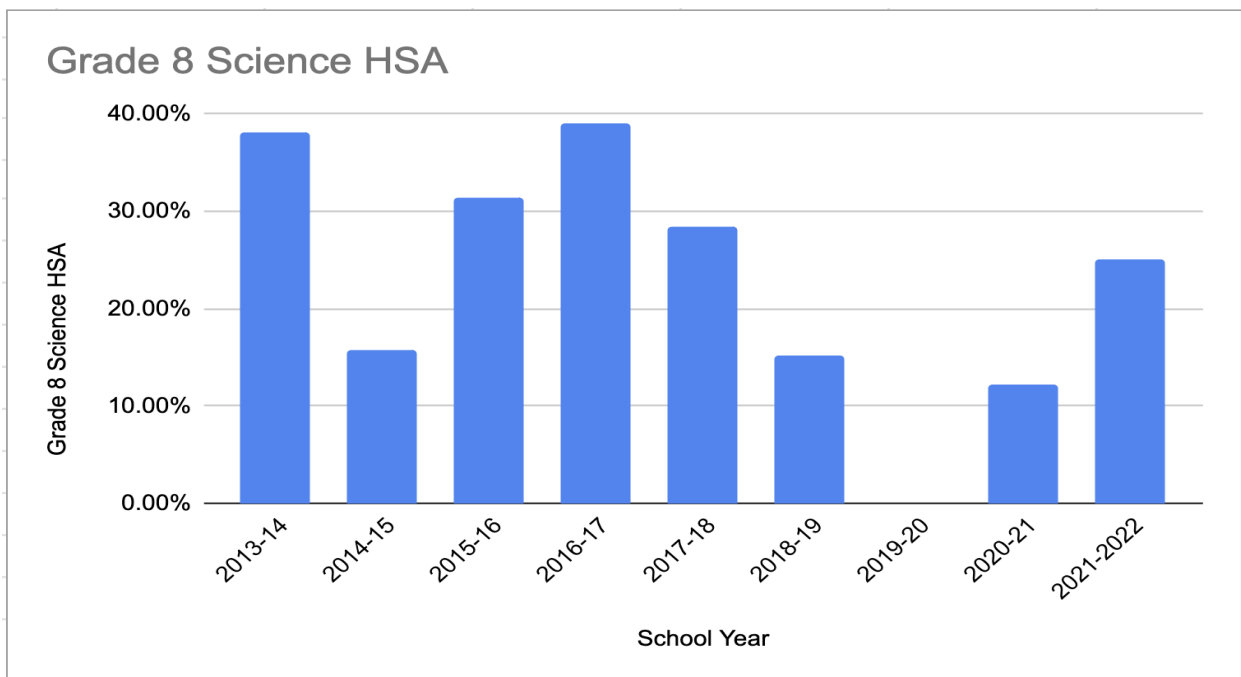
ELA	SBA			
ELA Proficiency By Grade & Year				
Duration: Last 8 Yrs				
School Year	All Grades Tested	Grade 6	Grade 7	Grade 8
2013-14	65.50%	68.60%	61.70%	66.10%
2014-15	30.90%	30.40%	27.40%	34.90%
2015-16	33%	32.50%	34.10%	32%
2016-17	36.50%	39.30%	38.90%	31.80%
2017-18	37.50%	32.30%	38.80%	41.50%
2018-19	32.10%	31%	31.70%	33.40%
2019-20	n/a	n/a	n/a	n/a
2020-21	27.60%	26.70%	32.70%	22.30%
2021-2022		23%	35%	31%



Math Proficiency By Grade & Year				
Duration: Last 8 Yrs				
School Year	All Grades Tested	Grade 6	Grade 7	Grade 8
2013-14	51.40%	33.80%	42.10%	77.10%
2014-15	22.70%	18%	19.50%	31.50%
2015-16	21.30%	18.20%	17.90%	29.20%
2016-17	26.90%	22.80%	21.90%	35%
2017-18	24.80%	24.70%	22.30%	27.80%
2018-19	21.50%	18.50%	12.10%	31.50%
2019-20	n/a	n/a	n/a	n/a
2020-21	12.30%	13.30%	16.40%	6.40%
2021-2022	SBA Math	9%	14%	23%



<b>Science Proficiency By Grade Level</b>	
<b>Duration: Last 8 Yrs</b>	
<b>School Year</b>	<b>Grade 8 Science HSA</b>
<b>2013-14</b>	38.10%
<b>2014-15</b>	15.70%
<b>2015-16</b>	31.50%
<b>2016-17</b>	39.10%
<b>2017-18</b>	28.50%
<b>2018-19</b>	15.30%
<b>2019-20</b>	n/a
<b>2020-21</b>	12.20%
<b>2021-2022</b>	25%



## **General Learner Outcomes**

- **GLO's**
- GLOs are not used at KIS with any consistency or regularity
- New teachers have not received training on GLOs, or received visuals
- Discipline Incident report SY 21-22, 22-23 [Discipline data](#)

## **Na Hopena A'o**

- **Ha Benchmarks for KIS Advisory Program**
- Advisory teachers are using the HA framework to guide their advisory lessons, focusing on Sense of Belonging for the opening of the school year and cycling through all six benchmarks throughout the year

## **Perception Data Summaries**

- Panorama Student Perception Survey
  - According to the Panorama student perception survey, KIS's highest score during the 21-22 school year was in the area of pedagogical effectiveness with a 73%. In that area we've maintained a score of 70% or above in the last three years.
  - Our lowest score has consistently been in the area of classroom engagement. In the 21-22 school year we scored a 49%, which is a slight increase from the previous year.
  - We have been maintaining our scores in the areas of classroom rigorous expectations and teacher-student relationships and have increased in the area of classroom climate by 8% in the last 3 years.
  - We have no scores above 73%.
- Panorama SEL Student Survey
  - According to the Panorama SEL student survey, KIS's highest score during the 21-22 school year was in the area of self management with a 63%. This is a decrease of 3% from Fall 2020.
  - Our lowest score during the 21-22 school year was consistently self efficacy which fell between 40-44% during the school year. This matches Fall 2020's score of 44%.
  - Overall, our scores from the 21-22 school year are very similar to the Fall 2020 school year.
  - Our scores all fall between 40% and 64%.

## **Summary**

Kealakehe Intermediate School was one of nine schools in the HKKK complex to improve in Smarter Balance reading and math and HSA science in school year 2021-2022. Our school's trajectory is on an upward trend, thanks to the hard work our faculty and staff have done to begin to put systems in place that support high student performance and teacher collaboration and efficacy. However, more than 70% of our students are still not performing at grade level. Thus, our school must continue the work of system building that partners with our community to ensure high levels of learning for all students. Our school is in its beginning phase of becoming a community school. It is the first school on Hawaii island to host a School Based Health Center on its campus.

### **Chapter III: Self-Study Findings**

**For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.**

**For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.**

**□ Note: The five criteria categories are:**

- A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources**
  - B. Standards-based Student Learning: Curriculum**
  - C. Standards-based Student Learning: Instruction**
  - D. Standards-based Student Learning: Assessment and Accountability**
  - E. School Culture and Support for Student Personal and Academic Growth.**
-

## **Category A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources**

### **A1. Vision, Mission, and General Learner Outcomes Criterion**

The school has a clearly stated vision and mission (purpose) focused on student needs, aspirational goals, equity, diversity, inclusion and the belief that all students can achieve at high academic levels. Guided by the HIDOE State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school's vision and mission are defined further by academic standards, General Learner Outcomes (GLOs), and the school's Academic Plan.

This criterion emphasizes the following indicators:

- The school has established a clear, coherent vision and mission, and General Learner Outcomes that is focused on student needs, aspirational goals, equity, diversity, inclusion and the belief that all students can achieve at high academic levels.
- The school's Academic Plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.
- The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission, General Learner Outcomes, and the school's Academic Plan are effective.
- Students, parents, and other members of the school community demonstrate understanding of and commitment to the school's vision, mission, General Learner Outcomes, and the Academic Plan.

**A.1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>We have effectively shared and built an understanding of the school's vision and mission. There is a common vision of support for students, however this support is not always aligned to the academic success of students. Our school is in its beginning phase of becoming a community school. It is the first school on Hawaii island to host a School Based Health Center on its campus. This directly supports our school vision and mission that nurtures the whole child.</p>	<p>Mission and vision is posted throughout the common areas, during meetings the missionary and vision are used to center the focus of the work. <a href="#">Survey results from the December CNA</a> indicated a larger percent of teachers felt students were currently working at their potential (CNA results). <a href="#">WHT article School Based Health Center</a></p>

The school has developed a robust academic plan that includes research based practices to improve student learning. This plan was further focused by a targeted 90 day plan which was created to hone in on the actions of the academic plan that would most influence the success of students. This plan is consistently monitored through the leadership team and the school outside provider. Additionally the plan now includes a more targeted plan to address the increasing EL population.

A decision making process has been established and implemented. This process includes identifying the level of the decision and who is involved in making the decision as well as who is involved in providing input.

As part of the 90 day plan the school has reassessed the communication system at the school and recognized the need to revisit the communication systems. An administrator is assigned to this strategy.

Kealakehe Intermediate provides ongoing opportunities for parents and communities to participate and provide input as planned in the academic plan. The school holds open house, EL parent nights and other community events to draw in parents. As a CSI school, our community partner is providing a Communities in Schools partner to work directly with school and community. This will provide needed assistance in ensuring the school community demonstrates understanding of and commitment to the school's vision, mission, General Learner Outcomes, and the Academic Plan.

There remains a need to increase parent input.

School Academic Plan and [90 day targeted plan](#).  
[Monitoring plan worksheet](#).  
[Leadership meeting agendas and notes](#).

[EL plan and actions towards plan](#) (PD, meeting notes, calendar of EL pull out days)

Decision making level tree shared with staff (Dec, 22) and utilized in leadership and whole school meetings (agendas/PPTs)

90 day plan action steps.  
Draft of communication matrix

Communities in Schools partner plan, parent event announcement, pictures, agendas and sign ins.

Few parent surveys were returned during CNA.



## A2. Governance Criterion

The school's program and operations are in alignment with a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education.

This criterion emphasizes the following indicators:

- The school community understands the governing authority's role, including how stakeholders can be involved.
- The school's stakeholders understand the relationship and alignment between the governing authority's decisions, expectations, and initiatives that guide the work of the school.
- There is clear understanding about the relationship and alignment between the governing authority and the responsibilities of the faculty and staff.

**A2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Our school's program and operations are in alignment with the Hawaii Board of Education's policies and HIDOE's rules and regulations, and procedures. Our school needs to better communicate roles and responsibilities to all stakeholders. Our school needs to be better at clarifying relationships and alignment between governing authority and responsibilities of faculty and staff. Our weekly grade level and department meetings have helped to create clarity and engage in collective efficacy.</p>	<p><a href="#">School faculty handbook</a>  <a href="#">HKKK Complex One Pager</a></p>

### **A3. Leadership and Staff Criterion – Data-Informed Decision-Making**

Based on the use of multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. The school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs.

This criterion emphasizes the following indicators:

- The school’s decision-making process is broad-based, inclusive, collaborative, and a continuous improvement cycle that fosters the commitment of stakeholders, including the staff, students, and parents, to refine and implement school improvement strategies and actions, and monitors results.
- The school’s leadership is involved in regular articulation discussions with other schools in the Complex to identify and address the common areas of need within the K-12 Complex, including data-informed decision-making and other priorities.
- The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school’s Academic Plan and the school’s Leadership Team/Academic Reflection Team has defined roles and responsibilities to monitor and refine the progress of the implementation of the Academic Plan.
- The School Community Council (SCC) reviews and monitors the Academic Plan, and provides opportunities for stakeholder input and feedback.

**A3. Prompt.** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The school has recently refocused on a decision-making process that is broad-based, inclusive, collaborative, and builds ownership among stakeholders. This process has been most successful with the leadership team and staff. The school is continuing to work to expand the inclusion of students and parents. The actions and effectiveness of the decisions is monitored through both the leadership team and through the admin team utilizing the 90 day plan monitoring document.</p> <p>The principal and teacher leader regularly attend complex meetings which focus on data-informed decision making. As a school we recognize there are additional actions such as aligning content teachers across schools, to better utilize data in developing programs, curriculum and assessments.</p>	<p>Decision making model shared and utilized with leadership and staff (agendas, powerpoints, meetings)</p> <p>90 day plan monitoring site</p> <p>Complex area agendas, action items.</p>

The analysis of multiple sources of data was used in the initial planning of the school's Academic Plan. This was then intensified into the school's 90 day plan using the perceptual and onsite data gathered by the visiting CNA team. The school leadership team has been assigned to various portions of the school 90 day plan and consistently meet to monitor the plan and reflect on data. The school's Leadership Team/Academic Reflection Team has defined roles and responsibilities to monitor and refine the progress of the implementation of the Academic Plan.

[Fall CNA data](#) folders, alignment of action plan to student results.

[STRIVE HI Results](#)

[MTSS Data Review Slides.](#)

The School Community Council (SCC) reviews and monitors the Academic Plan, and provides opportunities for stakeholder input and feedback.

#### **A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement**

A qualified staff facilitates the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and mentoring.

This criterion emphasizes the following indicators:

- The school’s leadership works with the state and complex personnel in the process of hiring staff to ensure all information regarding background, preparation and training as designated by state personnel policies and procedures has been reviewed.
- The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff; these are understood, implemented, and monitored by administration and staff.
- The school has a process to assign staff members and provide appropriate orientation for ALL assignments so that the expertise of the staff members is maximized in order to promote quality and equitable student learning and teaching.

**A4. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

<b>Findings</b>	<b>Supporting Evidence</b>
The school’s leadership works with the state and complex personnel in the process of hiring staff to ensure all information regarding background, preparation and training as designated by state personnel policies and procedures has been reviewed.	<a href="#"><u>HIDOE Teacher Assignment and Transfer Program slides</u></a>
The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff; these are understood, implemented, and monitored by administration and staff.	<a href="#"><u>Staff Handbook</u></a>

The school assigns staff members according to the teachers' certification and background. Expectations and orientation for assignments is provided through leadership, and the teacher mentors. Each administrator is also assigned to each content team to oversee department concerns and in order to promote quality and equitable student learning and teaching.

The new teachers are supported by mentors including the curriculum coach and other experienced teachers (list) via our school level [Ho'oulu Program](#). All staff is provided with resources such as the [staff handbook](#) where expectations, curriculum plans and other pertinent information is housed.

## A5. Leadership and Staff Criterion – Research and Professional Development

Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

This criterion emphasizes the following indicators:

- The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the General Learner Outcomes and academic standards.
- The school uses an effective data analysis process to determine professional development/learning needs.
- The school implements effective support strategies and accountability processes in order to promote professional growth of staff.
- There are effective operating processes that determine the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A5. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>The school has intentionally planned and continues to implement a cycle of professional development/learning through the use of extended day professional development for full staff, accessing professional development opportunities at the complex and state level.</p>	<p>Staff calendar, record of professional development sessions, exit tickets. Here is this year's <a href="#">PD plan</a>.</p>
<p>The data analysis system used by the school includes reviewing student data as departments. This data includes common formative assessments and iReady data as well as other data available such as WIDA. Results of this data analysis include the renewed focus on EL strategies and Rigor.</p>	<p>Professional development presentation, data analysis forms used by teachers. Our <a href="#">school faculty handbook</a> houses much of this info.</p>
<p>At this time the school is still focused mostly on schoolwide professional development that results in setting common standards and expectations because of our need to lay a strong, common foundation. At this time we are beginning to discuss the need for more personalized professional development in the near future.</p>	<p>Professional development dates and topics. Rigo and WIDA have been foci of this year's <a href="#">PD plan</a>.</p>

Kealakehe's process to measure the effectiveness of professional development starts with an exit slip. During the second semester we have begun to connect the exit slips to strategies the teachers are planning to use to apply the concepts. During walkthroughs these are the specific applications we look for as a walkthrough team.

Exit slips, class look fors, walkthrough results whole school and by [department](#).

**A6. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards.

This criterion emphasizes the following indicators:

- The school leadership and staff are involved in decisions about resource allocations aligned with the school’s vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan.
- Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, General Learner Outcomes, and identified learner needs for all students.
- Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.
- The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.
- The school’s facilities are adequate, safe, functional, well-maintained, and support a learning environment conducive to the educational program based on the school’s mission and General Learner Outcomes.

**A6. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>At this time decisions about resource allocations aligned with the school’s vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan are made at the principal level with feedback from the teacher leadership team and shared with stakeholders.</p>	<p><a href="#">School salary budget slides for staff</a></p>
<p>Resources for hiring are typically provided at the state level. It continues to be a challenge to find qualified applicants for all positions.</p>	<p><a href="#">HIDOE Teacher Assignment and Transfer Program slides</a></p>
<p>The bulk of the school budget is pre-determined for the school. The school follows DOE policy and procedures for auditing.</p>	<p>Financial guidance (DOE)</p>



The school strives to ensure there are adequate instructional materials for all classes, and at the start of each year every department and grade level team is allocated funds for resources and materials to support classroom instruction.

Class inventory system

Kealakehe maintains a clean, safe, functional, well-maintained school. The learning environment reflects the student-centered vision of the school.

Physical environment, murals, cleanliness, Hawks nest, other physical indicators.

**HIDOE/ACS WASC Category A. Organization:  
Synthesize Strengths and Growth Needs**

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.**

**Summary**

Kealakehe Intermediate School has a solid vision and mission. The vision and mission are guiding us to make decisions based on data in a collaborative way to ensure high levels of learning for all of our students. Our school is working on a professional development plan that addresses the needs of our teaching staff. Our school is also working on a sustainable process that provides regular support to our teachers.

**Areas of Strength**

1. Consistent professional development that sets common expectations for the school.
2. Structures are in place to provide intentional time for data analysis and planning using the data
3. The school is shifting from a single leader model to a shared leadership model

**Areas of Growth**

- A scaffolding professional development plan that addresses the unique needs of the school professionals.
- Intentional onboarding process that provides guidance and ongoing support to teachers.
- Increase the connection between professional development and application and assessment of the effectiveness of these strategies.

## **Category B: Standards-based Student Learning: Curriculum**

### **B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan.

#### **Current Educational Research and Thinking**

**B1.1. Indicator:** The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.1. Prompt:** *Comment on the effective use of the rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.*

Findings	Supporting Evidence
<p>Kealakehe continues to work on ensuring the school provides an effective, rigorous and coherent curriculum. This year the school has renewed a focus on understanding what rigor means and how it is exemplified in the classroom. Our school is piloting a new curriculum in ELA, math, social studies, and grade 6 science that is research based and aligned to the standards. The departments have been somewhat effective in implementing these curriculum resources regularly and systemically. As a school we have worked on aligning instruction to standards by focusing on pacing the standards, and planning lessons that reflect the expected performance standards. This renewed focus on planning for instruction was intensified as a result of the school's December CNA. As grade level subject area counterparts, the focus has been on identifying prioritized standards, aligning learning targets to the standard, identifying formative assessments aligned to the learning targets, and identifying instructional strategies. The school is in the beginning stages of using data to inform and adjust curriculum and instruction. The leadership team has taken on the responsibility of planning with their teams and are supported by a specific administrator. Following an analysis of the pacing guides and lesson plans, the administrators created sample pacing guides that included specific expectations for instruction.</p>	<p><a href="#">Pacing Guides for All Subject Areas</a>  <a href="#">Student Work Exemplar</a>  <a href="#">6th Grade Science Units</a>  <a href="#">TCI Social Studies</a>  <a href="#">iReady Math Curriculum</a></p>

The school has also prioritized planning for curriculum by identifying a timeline for planning as teams. Students who are identified to be at grade level 4 and below according to the iReady reading diagnostic and engaged in curriculum resources from Read Naturally and Air Tutors.

### **General Learning Outcomes and Academic Standards Addressed**

**B1.2. Indicator:** The school curriculum consistently addresses the General Learner Outcomes and academic standards at each grade level, subject area, course, and/or program to ensure the same high expectations for all students.

**B1.2. Prompt:** *Evaluate to what extent the General Learner Outcomes and academic standards are consistently addressed in the curriculum at each grade level, subject area, course, and/or program to ensure the same high expectations for all students.*

Findings	Supporting Evidence
<p>The majority of courses have clear academic standards at each grade level, subject area, course, and/or program to ensure the same high expectations for all students. At this time Kealakehe is examining the materials used for each content. In ELA the school is piloting Amplify, grade 6 science is piloting the Stanford Integrated Science Units that addresses the NGSS, and in math, 7th grade is using iReady Math curriculum as their main resource. The majority of teachers are using teacher secured materials and worksheets. KIS is focusing on aligning curriculum to grade level standards, which embed expectations from GLOs through pacing guide work. Currently, alignment of the curriculum to grade level standards is inconsistent across grade levels and content areas. Tier 2 curriculum materials through Air Tutoring and Read Naturally provide students with interventions to build skills that will allow them to access grade level curriculum. In addition, grade levels and teams have planned advisory activities using Na Hopena A'o as a curriculum resource. The implementation of those lessons have been inconsistent. Although KIS is focusing on standards and expect students to become lifelong learners, there has not been an intentional focus on General Learner Outcomes.</p>	<p><a href="#">NGSS Science Standards by grade level</a>  <a href="#">Hawk Advisory</a>  <a href="#">Na Hopena A'o</a>  <a href="#">7th Grade Advisory Google Classroom</a>  <a href="#">Pacing Guides for All Subject Areas</a></p>

### **Student Work — Addressing Standards-Based Curriculum**

**B1.3. Indicator:** The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.

**B1.3. Prompt:** *Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based*

*cubiculum and the General Learner Outcomes.***Findings**

Two focus areas identified through the CFA process in December were rigor and student engagement. This is being measured through our weekly walk through forms that were started on a more consistent schedule the first week of January. Outcomes of the walkthroughs are then disaggregated and the trends- such as student engagement- are addressed during school wide professional development. Through our system of tracking weekly walkthroughs we are able to ensure all teachers are impacted and the data reflects whole school needs. Engagement has been a challenge area based on the walkthrough data.

We are currently addressing the analysis of student work samples through the PLCs in the form of common formative assessments (CFA). Over the winter break we moved from teacher created CFAs to pre-made CFAs in order to ensure CFAs are aligned to grade level standards and provide teachers more time to use the CFA results to plan instruction. Data discussions include results of CFAs and anecdotal assessment of student and teacher successes and need areas. In addition, most PLCs have brought student work to calibrate, but it is not consistently used to plan instruction. Although we do plan to include other student work samples in the future at this time we are focusing on CFAs.

Analysis of iReady diagnostic data, Read Naturally intervention data, and iReady progress monitoring data has informed tier 2 intervention groups.

Analysis of Panorama SEL survey results have helped grade levels implement curriculum in advisory to address needs areas identified in Panorama. The implementation of the curricular activities during advisory has been inconsistent.

**Congruence with General Learner Outcomes and Academic Standards**

**B1.4. Indicator:** The curriculum is congruent with the General Learner Outcomes, academic standards, and policies and requirements related to the assessment of students' progress toward graduation.

**Supporting Evidence**

[Walkthrough Results](#)

[CFA Data](#)

[Read Naturally Data](#)

[Air Tutor Tracking Sheets](#)

[8th Grade Landing Page for Advisory Planning](#)

[Data Analysis Protocol](#)

[IREADY PRELIMINARY DATA](#)

**B1.4. Prompt:** *Evaluate the degree to which the curriculum is congruent with the General Learner Outcomes, academic standards, and policies and requirements related to the assessment of students' progress toward graduation.*

### Findings

Our curriculum choices are driven by the level of correlation of the content to the expected outcomes of the standard. We also take into consideration the specific learning styles and needs of our students and strive to choose materials that are appropriate to the grade level and include opportunities for students to engage in active learning. Resources provided to teachers are vetted by administration or staff and must be aligned to the performance expectations of the standards.

KIS has aligned the elective classes in grade levels to high school academies. Students are assigned to classes to provide them with knowledge of career pathways so they are better informed to move into the appropriate high school career pathway and beyond. Elective classes have been inconsistent in aligning curriculum to these career pathways.

### Supporting Evidence

[Pacing Guides for All Subject Areas](#)

[Literacy Standards](#)

[Hawk Advisory](#)

[Kealakehe Intermediate School Design](#)

## Curriculum Planning Process

**B1.5. Indicator:** The school’s curriculum review, evaluation, and planning processes that engage key stakeholders are effective and ensure student learning needs are met through a rigorous, relevant, and coherent curriculum that includes mapping/pacing in all content areas.

**B1.5. Prompt:** *Evaluate the effectiveness of the curriculum review, evaluation, and planning processes that ensure student learning needs are met through a rigorous, relevant, and coherent curriculum that includes mapping/pacing in all content areas.*

### Findings

As a school our past practices of creating pacing guides and jointly preparing for instruction as teams was not effective as a majority of subject or content area classes did not have a comprehensive pacing guide. Currently we have put a plan in place to ensure teachers have collaboration time to plan, evaluate the curriculum and materials in use and discuss strategies for instruction. Expectations for the components of the pacing guides have been shared with staff and each week the team leaders and admin work with the team to support the planning of instruction. This work is monitored during planning, by reviewing maps and during walkthroughs.

### Supporting Evidence

PLC time on agendas, pacing guides, walkthrough results can be found in our [school handbook](#).

## Accessibility of All Students to a Rigorous, Relevant, and Coherent Curriculum

**B1.6. Indicator:** A relevant and coherent curriculum is accessible to all students and addresses their needs so they can make appropriate choices and pursue a full range of college/career and/or other educational options.

**B1.6. Prompt:** *Evaluate students’ access to a relevant and coherent curriculum that addresses their needs and support in making appropriate choices in order to pursue a full range of college/career and/or educational options.*

### Findings

All students are provided access to the curriculum. All classes, including EL and Special Populations use the grade level curriculum provided. These teachers are then provided with support from the EL coordinator, the school coach or the complex RT to scaffold the content to meet the needs of their students while still exposing the students to grade level content.

### Supporting Evidence

EL and Special Ed maps can be found in our [school handbook](#).  
[Google Classroom Evidence KIS CTE](#)

All students scoring at a grade level 4 or below on the iReady Diagnostic receive tier 2 interventions through Read Naturally or Air Tutor curriculum resources. This provides students with the opportunity to develop skills that allow them to access grade level curriculum.

Students are provided access to curriculum materials through Google Classroom, which provides more access to curriculum materials.

### Integration Among Disciplines

**B1.7. Indicator:** There is curriculum integration among disciplines at the school.

**B1.7. Prompt:** *Evaluate to what extent there is curriculum integration among disciplines.*

Findings	Supporting Evidence
<p>KIS has implemented school wide literacy and a focus on argument in different content areas. At this time we have not systematically planned integration across disciplines as we strive to stabilize the expectations of teaching and learning in each subject. Integrated projects and field trip experiences happen in pockets and are not embedded in the tier 1 curriculum school wide.</p>	<p><a href="#">ELA CFA Rubric</a>  <a href="#">Science CFA Rubric</a>  <a href="#">Literacy Standards</a></p>

### Real World Applications – Curriculum

**B1.8. Indicator:** All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

**B1.8. Prompt:** *Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	Supporting Evidence
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Real world application is the current focus of our professional learning with the expectation that it will be evident in classes. Through the series of rigor and relevance workshops, teachers are examining their current practices and planning how to ensure students own their learning and can apply it in real life (quadrant D). Uplink after school programs offer extracurricular experiences. In addition, our electives and advanced ELA classes provide opportunities for real world application. Our career fair is also experienced by all students. At this time we are at a beginning stage in this effort.

[Rigor and relevance professional development and exit slips feedback](#)

[Kealakehe Intermediate School Design](#)

[KIS CTE](#)

Elective courses are aligned to a career pathway. This design allows for students to connect their learning to their future career pathway and explore opportunities in different fields. Implementation of curriculum is inconsistent.

**Articulation and Follow-up Studies (especially for high schools)**

**B1.9. Indicator:** The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. The school articulates regularly with other schools within the complex and/or postsecondary programs.

**B1.9. Prompt:** *What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program? Share examples of articulation with other schools within the complex and/or postsecondary programs, including comments on the regularity and effectiveness of these efforts.*

Findings	Supporting Evidence
<p>At this time the articulation between schools consists of principal and teacher leader meetings held as a complex. At these meetings there is opportunity to share information about students, however that is not the main purpose of the meetings. Additionally, the eighth grade class visits the high school. While these are opportunities for informal articulation, this is an area of future focus for our school.</p>	<p>Complex meeting agendas, field trip to High school.</p> <p><a href="#">Kealakehe High School Orientation Night for Incoming 9th Graders - Presentation</a></p> <p><a href="#">Academies Alignment PD at Kealakehe High School - notes.</a></p>

**HIDOE/ACS WASC Category B. Standards-based Student Learning:  
Curriculum:  
Synthesize Strengths and Growth Needs**

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.**

**Summary**

**Kealakehe Intermediate School has made a committed effort to create curriculum focused on priority standards and align pacing guides accordingly. Math uses iReady Math as its primary source for curriculum; Social Studies, TCI (for grades 6 and 8). Science uses Stanford Integrated NGSS, and ELA is currently piloting the Amplify ELA curriculum. Common formative assessment cycles occur at least twice a quarter in every department to guide curriculum and instruction. Each week teachers engage in PLCs to increase coherence in instruction and apply rigor and relevance to ensure all students are learning at high levels and develop pacing guides aligned to grade level standards. Students who are reading at a grade level 4 or below are engaging in tier 2 curriculum provided through Air Tutor and Read Naturally. In addition, students receiving IDEA services are engaging in GAME time to align learning to their IEP goals. Grade levels and teams are focusing on Na Hopena A'o to help guide learning experiences during advisory. Professional development is needed to support teachers in curriculum and instruction.**

**Areas of Strength**

- Beginning refocus on curriculum maps and pacing guides
- Focus on student engagement including ELL students
- Common formative assessment analysis structure

**Areas of Growth**

- Cohesive curriculum and pacing guides in all content areas that include materials and assessments aligned to standards.
- Increase understanding and application of rigor and relevance by planning exposure to higher levels of rigor to ensure students are challenged and prepare for future learning.
- Integration of curriculum content to provide coherent instruction across content areas.
- Alignment of electives to career pathways.

**Category C: Standards-based Student Learning: Instruction**

**C1. Instruction Criterion – Student Centered Instruction**

All students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students achieve the academic standards.

**Student Engagement**

**C1.1. Indicator:** All students actively participate and are engaged in challenging appropriate learning activities to achieve the academic standards and the General Learner Outcomes.

**C1.1. Prompt:** *To what extent are all students actively participating and engaged in challenging appropriate learning activities to achieve the academic standards and the General Learner Outcomes.*

Findings	Supporting Evidence
<p>Currently there are some opportunities for students to actively participate and engage in learning and meet state standards. This level of opportunity is not consistent across grade levels or content areas. Currently our staff is working on strategies to increase the amount of participation in each class by providing professional development, monitoring instruction and collecting weekly classroom walkthrough data. Through this system we can analyze areas of need and areas of effectiveness.</p>	<p>PD topics, walkthrough forms and data in our <a href="#">school handbook</a>. <a href="#">Rigor &amp; Relevance</a></p>
<p>The school has refocused attention on the EL learners in an effort to provide more opportunities for these students to participate fully in learning. The school added another EL teacher and created the ‘ready to exit’ class in order to prepare students who are performing close to grade level as they exit the EL program.</p>	<p>EL staffing roster, Ready to exit course description and EL staff records. <a href="#">EL 90 Day Plan for Monitoring</a>.</p>

**Student Understanding of Performance Levels**

**C1.2. Indicator:** Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels and General Learner Outcomes for each area of study.

**C1.2. Prompt:** *Evaluate the extent to which students know the learning targets for each area of study so that they know beforehand the standards/expected performance levels and General Learner Outcomes and what they need to do to meet these.*

Findings	Supporting Evidence
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As a school we have focused on ensuring all classes post a learning target and in the EL classes this is accompanied with a language objective. The learning target is provided at the beginning of the lesson and is easily referenced throughout the lesson. Our walk through protocol includes looking for the learning target and measuring the class actions to that target.

[Walkthrough data](#)

### Students' Voice and Feedback

**C1.3. Indicator:** The school's instructional staff members use students' voice and feedback in order to adjust instruction and learning experiences.

**C1.3. Prompt:** *Evaluate the effectiveness of the use of students' voice and feedback to adjust instruction and learning experiences. Provide examples.*

Findings	Supporting Evidence
<p>Our instructional staff members use student voice to adjust educational experiences through conversation with students, formative assessment/checks for understanding during the lesson and the use of common formative assessments which we review as teams. Based on this feedback teachers can adjust plans to better meet the needs of students.</p>	<p>Common formative assessments, in class formative assessments/checks for understanding in our <a href="#">school handbook</a>.</p>
<p>Each semester students reflect on their learning and progress through student led conferences. This opportunity allows students to own their learning by setting goals and provide feedback and insights to teachers through this process. Our student leadership classes send out surveys each quarter to all students to garner student voice.</p>	<p>Student led conference <a href="#">schedule</a>, student samples, <a href="#">teacher feedback</a>.</p>

## C2. Instruction Criterion – Rigorous and Relevant Instruction

All teachers provide all students with a rigorous and relevant instructional program in an equity-centered learning environment that includes differentiated instruction and engaging activities and assignments so all students demonstrate creative and critical thinking, problem solving and application.

### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology based on a defined instructional framework, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers are utilizing the standards to guide their planning. Additionally they attend different professional learning provided by the school or district to learn about trends in education. Members of the leadership team support the teachers in unwrapping the standards prior to planning. Admin and our academic coach give weekly feedback to teachers on instruction. Academic coach and complex area resource teachers provide weekly coaching to teachers focused on areas of need identified by admin or the teacher.</p>	<p>The ELL department and the school coach virtual and asynchronous <a href="#">SIOP PD agenda and Notes</a>.</p> <p>The school and complex participate in professional development with a ‘sister’ school district in White River, WA.</p> <p><a href="#">DonorsChoose Podcast</a></p> <p><a href="#">Assessing Media Bias Activity</a></p> <p><a href="#">Identity Digital Notebook and Presentation</a></p>

### Teachers as Facilitators of Learning Through a Variety of Learning Approaches

**C.2.2. Indicator:** Teachers ensure that all students are highly engaged in learning by delivering instruction in a variety of ways, designing student-centered processes and activities and serving as facilitators of learning.

**C2.2. Prompt:** *Evaluate the degree to which all students are highly engaged in learning through the use of a variety of instructional practices, student-centered activities and teachers as facilitators of learning.*

Findings	Supporting Evidence
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The school has recently begun to focus specifically on the level of engagement in classes. This is measured through the weekly walkthroughs where trends are identified to inform professional development. Data indicates that in the majority of classes the students are passively engaged. This realization resulted in a renewed focus on strategies to engage students more actively in learning. The rigor and relevance professional development series is focused on this area.

Walkthrough data and Rigor and relevance PDs.

### Equity-Centered Learning Environment

**C2.3 Indicator:** The school’s instructional staff adapt and differentiate instructional practices to meet individual student needs by varying content, processes, and products. Multi-tiered systems of support and inclusive practices are in place to ensure all students, including high achievers, students with special needs and English learners, are challenged in the learning environment.

**C2.3. Prompt:** *Evaluate the effectiveness of the school’s instructional staff to adapt and differentiate instructional practices to meet individual student needs by varying content, processes, and products. Evaluate the effectiveness of multi-tiered systems of support and inclusive practices that are in place to ensure all students, including high achievers, students with special needs and English learners, are challenged in the learning environment.*

Findings	Supporting Evidence
<p>This is another area of growth for Kealakehe. At this time we are focused on providing high quality instruction that is reflective of the rigor of the standards. A next step of this focus is supporting teachers in their planning for scaffolding and differentiation. This is also an area of focus on the weekly walkthroughs. As a first step, teachers reviewed the performance expectations of the WIDA can-do indicators and expectations of students in listening, reading, writing and speaking to the level of language proficiency. Our goal is to support teachers in using this information as well as in class student performance and common formative assessment data to plan for differentiation and then assess students throughout the lesson to determine student understanding of the content.</p>	<p><a href="#">WIDA PD and PD Plan, Formative assessments, pacing and pacing guides.</a></p> <p><a href="#">Tier Two Data</a></p>

Kealakehe is in its second year of implementing a literacy intervention block three times a week during Advisory. Students who are reading below grade level receive Read naturally intervention from their Advisory teacher or Special Education teacher or EL teacher or they receive literacy intervention from Air Tutors. Teachers need professional development support in delivering these targeted interventions. However, these interventions are making a positive impact on student learning. In February 2023 our iReady progress monitoring check showed that 42% of students receiving tier 2 interventions improved.

### **Creative and Critical Thinking, Problem Solving, Application, and Instructional Technology**

**C2.4. Indicator:** Teachers involve all students in activities where they can express their opinions, perspectives, and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills, including the effective use of instructional technology to increase learning.

**C2.4. Prompt:** *Evaluate and comment on the extent to which teachers involve all students in opportunities for expressing their opinions, perspectives, and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills, and effective use of instructional technology.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>As a school we are at a beginning level of intentionally involving students in opportunities to express their opinions, perspectives and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills, and effective use of instructional technology. This is the first year of our Hawk Debate team. The first competition against another middle school on our island will be held in April. this debate team has helped to hone confidence and promote student voice on issues affecting our students' lives. Although we have instances where students are creating their own projects, this is not prevalent across grades and subjects.</p>	<p><a href="#">Walkthrough data</a>  <a href="#">Debate Practice Slideshow</a>  <a href="#">Debate Tryout Slideshow</a></p>

### **Real World Experiences to Enhance Learning**

**C2.5. Indicator:** Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students. *(For elementary schools: Age-appropriate opportunities for real world experiences such as hands-on learning, problem-based learning, and community projects are available to all students.)*

**C2.5. Prompt:** *Evaluate the degree to which age-appropriate opportunities for real*

*world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students. (For elementary schools: Evaluate the degree to which age-appropriate opportunities for real world experiences such as hands-on learning, problem-based learning, and community projects are available to all students.)*

## **Findings**

Real world experiences occur in pockets at our school. Our electives department's drama class hosts two school productions each year. Our advanced ELA class publishes our student newspaper the Hawk Eye each quarter. Our Uplink program also hosts real world experiences for students that includes competitive Debate, track, intramural sports (held during the school day). Our annual career fair is part of our tier one curriculum. It is produced by our student leadership class and Student Activities Coordinator. Presenters from our community, aligned to career academies that students will be learning in at Kealakehe High School, present to all our students to inspire them. Advisory classes engage in huaka'i to wahi pana in our community to learn more about place. More real world experiences need to be a part of our tier one curriculum.

## **Supporting Evidence**

[Debate Club](#)  
[Hawk Eye Folder](#)  
[Athletics Site](#)  
[Uplink Program](#)  
[Career Fair](#)



**HIDOE/ACS WASC Category C. Standards-based Student Learning:  
Instruction:  
Synthesize Strengths and Growth Needs**

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.**

**Summary**

**Hawk teachers provide a variety of strategies for students to meet learning targets in the classroom. These learning targets are aligned to Common Core State Standards, NGSS, and HCPS III. Teachers are engaged in professional development focused on rigor and relevance to engage students in meaningful learning experiences, a need that we are addressing school wide. Teachers work on pacing guides each week in PLCs to intentionally plan and deliver differentiated instruction.**

**Areas of Strength**

- All teams are creating curriculum maps that include specific strategies for instruction
- The administrative team is frequently in classes observing instruction and identifying trends across the school, grade levels or individual teachers.
- Professional development is focused on strategies to increase effectiveness of instruction and inclusion of all students.

**Areas of Growth**

- There is a need to intentionally plan and deliver instruction that is differentiated and/or scaffolded.
- Increase opportunities for students to be actively engaged in their learning.
- Increase the level of rigor of the expected student performance to reflect the level of the standard.
- **List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to**
  - **Analyze what areas within the Academic Plan need to be addressed**
  - **Identify important next steps within the Academic Plan.**

## **Category D: Standards-based Student Learning: Assessment and Accountability**

### **D1. Assessment and Accountability Criterion — Reporting and Accountability Processes**

The school leadership and instructional staff use an effective, coherent schoolwide assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders. The analysis measures student achievement on individual student-, schoolwide program-, and subject/grade-levels. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the Academic Plan.

#### **Professionally Acceptable Assessment Process**

**D1.1. Indicator:** The school leadership and instructional staff use effective assessment, coherent assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.

**D1.1. Prompt:** *Evaluate the effectiveness and coherency of the assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.*

<b>Findings</b>	<b>Supporting Evidence</b>
The school uses a variety of assessments to collect data, analyze this data and use the data to inform planning. Analysis of formative and teacher created summatives occur in weekly PLCs. State test and school diagnostic scores are analyzed 2-3 times a year. This information is currently shared with stakeholders via updates from the school principal and our school website. KIS reports data to families in multiple methods at various times throughout the school year. KIS analyzes most of the data staff-wide, in leadership, in admin, MTSS, or individually. The data does not necessarily inform instruction, but might inform some school improvement strategies.	<a href="#">Iready, formative assessments, teacher assessments.</a> <a href="#">STRIVE HI</a> <a href="#">SCC Agenda and Minutes</a>

#### **Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff regularly review the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the consistency, impact, and effectiveness of the basis for which standards-based grades, growth, and performance levels are regularly reviewed.*

<b>Findings</b>	<b>Supporting Evidence</b>
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Teachers regularly review students' grades, growth, and performance levels in weekly PLCs and in interdisciplinary grade level meetings. However, teachers need professional development in powerful assessment practices. Teachers need to be more aligned in implementation of assessment practices. Currently the school is not using a standards based grading system, but some teachers align their individual grading practices with student achievement of standards. Teachers measure growth through the data team process weekly, and engage in data analysis of CFAs twice per quarter. CFAs in each core subject area are aligned to grade level standards. ELA uses Achieve the Core, Math uses iReady comprehension checks, and science uses Inner Orbit to ensure all CFAs are measuring progress toward grade level learning. In addition, teachers review and create action plans based on the review of iReady diagnostic results. The implementation and effectiveness of these plans is inconsistent.

### **Department Minutes:**

[Math](#)  
[English](#)  
[Science](#)  
[Social Studies](#)  
[Electives](#)  
[SpED](#)  
[EL](#)  
[MTSS](#)

### **Grade-Level Minutes:**

[Grade 6](#)  
[Grade 7](#)  
[Grade 8](#)

### **[Leadership Minutes](#)**

## **Modifications Based on Assessment Results**

**D1.3. Indicator:** The school leadership/Academic Reflection Team/Data Teams use assessment results to modify the school's programs and processes, to identify professional development needs, and to allocate resources in order to demonstrate a results-driven continuous process.

**D1.3. Prompt:** *Comment on the overall effectiveness of how the school leadership/Academic Reflection Team/Data Teams have used assessment results to modify the school's programs and processes, to identify professional development needs, and to allocate resources in order to demonstrate a results-driven continuous process.*

### **Findings**

The leadership team examines school wide data several times per year using a data analysis protocol. Within the protocol, action steps are identified.

The school engaged in a Comprehensive Needs Assessment in December. Student achievement data, teacher perception data, and school stakeholder data was used to identify needs areas of the school. The school identified tier 1 instruction and curriculum, the EL program, leadership, and a sense of belonging as focus areas. In addition, through the data team process led by leadership team members, teachers examine Common Formative Assessment and

### **Supporting Evidence**

[Rigor and relevance professional development and exit slips feedback](#)  
[Leadership Agenda and Minutes](#)  
[PD Plan](#)  
[Data Analysis Protocol](#)

diagnostic data. As a result, professional development on rigor and relevance and WIDA can do statements have been given to all teachers. In addition, EL teachers are engaging in SIOP professional development and implementation of this model is measured within walkthrough data. Assessment literacy and the connection between data and school plans needs to be improved.

### Monitoring of Student Growth and Providing Appropriate Interventions

**D1.4. Indicator:** The school has an effective system to monitor all students’ progress toward meeting the academic standards and General Learner Outcomes and provides appropriate interventions [e.g., Comprehensive Student Support System (CSSS), Response to Intervention (RTI), etc.].

**D1.4. Prompt:** *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and General Learner Outcomes and to provide appropriate interventions.*

Findings	Supporting Evidence
<p>KIS engages in analysis of school wide and classroom data to provide interventions for students. All students scoring a grade level 4 or below on the iReady have been identified and are currently enrolled in additional tutoring services three times a week during the school day. Due to the nature of the school we have found this structure to be the most effective for our students to receive RTI services. This tutoring is done during the advisory literacy block.</p>	<ul style="list-style-type: none"> <li>● <a href="#">AIR tutor schedule</a></li> <li>● <a href="#">Students identified through the student grouping analysis of iReady</a></li> </ul>
<p>There is a need to create more intentional connections between the standards and the GLOs as well as to intentionally focus on the expectations and delivery of these expectations during advisory.</p>	<p>Advisory walk throughs</p>
<p>Currently student progress towards academic standards is measured through grading and by individual teachers. As our staff continues to align their expectations and processes, we expect the alignment of these practices to increase.</p>	<p>Report cards Grade books</p>

## **D2. Assessment and Accountability Criterion — Classroom Assessment Strategies**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

### **Appropriate Assessments that Impact Instructional Practice**

**D2.1. Indicator:** Teachers use a variety of appropriate formative and summative assessments to measure student progress toward acquiring academic standards and the General Learner Outcomes. Assessment results are used to inform instructional practice in the classroom.

**D2.1. Prompt:** *Evaluate the effectiveness, the appropriateness, and the frequency of the use of formative and summative assessments to determine student achievement. To what extent does the use of formative and summative assessments inform teachers’ instructional practice?*

Findings	Supporting Evidence
<p>Currently we are using common formative assessments to assess student progress towards acquiring standards. The analysis of this data is used to inform planning. At this time the school is moving from teachers creating formative assessments to providing the assessments to ensure CFAs are aligned to grade level standards and so teachers can focus their time on the analysis of the students’ progress and planning instruction in response to this analysis. Some PLCs have shared summative assessments, but analysis of results is varied depending on the team. The use of CFA results to inform instructional practices in a disciplined way is inconsistent.</p>	<p><a href="#">Formative assessment process</a></p>

### **Student Reflections**

**D2.2. Indicator:** All students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.

**D2.2. Prompt:** *Evaluate the effectiveness to which all students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.*

Findings	Supporting Evidence
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Student led conferences are the primary way students are provided opportunities to reflect and or assess their learning. Other ways this is accomplished at Kealakehe are through individual teacher practices, Exit tickets in elective classes and connecting formative assessments to learning targets to make learning visible for students. In addition, special education care coordinators are engaging in G.A.M.E Time with students on their caseload to connect learning in classes to their IEP goals. In all cases the school is at a beginning level of implementation and recognizes this as an area of continued growth.

[Student Led Conference](#)  
[G.A.M.E Time](#)

### Teacher Feedback to Students

**D2.3. Indicator:** Teachers provide timely, specific, and descriptive feedback in order to support all students in achieving learning targets, academic standards, and General Learner Outcomes.

**D2.3. Prompt:** *How effective is teacher feedback in supporting all students in achieving learning targets, academic standards, and General Learner Outcomes?*

Findings	Supporting Evidence
There has not been a school focus on providing feedback to students based on learning targets, academic standards, and General Learner Outcomes. All teachers provide updated grades for students twice per quarter.	Grade book

### Using Assessment Data

**D2.4. Indicator:** Assessment data are used to make decisions and modify instructional practices within the classroom setting.

**D2.4. Prompt:** *Evaluate the effectiveness of modified instructional practices based on assessment data used within the classroom setting.*

Findings	Supporting Evidence
We are at a beginning stage of using assessment data to drive instruction. This is the first year we have had a strong, schoolwide focus on formative assessments and the analysis of this data. Some PLCs are consistently using assessment data to modify instructional practices. At this time using the data to modify instruction on a regular basis is the next step.	<a href="#">Data teams</a>

## Demonstration of Student Achievement

**D2.5. Indicator:** A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post-assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the General Learner Outcomes.

**D2.5. Prompt:** *Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.*

Findings	Supporting Evidence
<p>At this time our focus on student assessment has been through the common formative assessments. These Common Formative Assessments are given consistently twice per quarter. The next steps are to use both common formative and common summative assessment data consistently to measure student achievement of standards.</p>	<p><a href="#">Common formative assessments</a></p>

**HIDOE/ACS WASC Category D. Standards-based Student Learning:  
Assessment and Accountability: Synthesize Strengths and Growth Needs**

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.**

**Areas of Strength**

- Schoolwide focus on common formative assessments
- Team focus on analysis of formative assessments and implications for instruction
- Development of teachers' common understanding of the purpose of assessments and the analysis of these assessments.
- Collaboration between teachers in the same subject and grade level on assessment expectations.

**Areas of Growth**

- Developing multi-level assessments that include curriculum-embedded assessments (e.g., student work, pre- and post-assessments, performance tasks, etc)
  - Calibrate formative assessments with other middle schools to ensure students are assessed and perform at the level of their peers across the state and country.
  - Develop exemplar samples of student performance on formative and summative assessments.
  - Use results of formative, summative, and state assessments to inform instructional and curricular decisions and continue to identify areas of professional development based on this data.
- 
- **List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile)**
  - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  - **In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to**
    - **Analyze what areas within the Academic Plan need to be addressed**
    - **Identify important next steps within the Academic Plan.**



**Category E: School Culture and Support for Student Personal and Academic Growth**

**E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of culturally sensitive strategies to encourage parental and community engagement, especially with the teaching/learning process.

The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

This criterion emphasizes the following indicators:

- All parents and the school community understand that academic standards and General Learner Outcomes define expected student achievement and learning goals.
- All parents are informed and aware of how their children are learning and achieving through regular communication processes and procedures with school staff.
- All parents, students, and staff collaborate in developing and monitoring a student’s personal learning pathway, college/career, and/or other educational options.
- The school implements strategies to engage community stakeholders. Examples include: professional services, business partnerships, non-profits, organizations, military, etc., to support students.

**E1. Prompt:** *Evaluate the school’s effectiveness in addressing the indicators; include supporting evidence.*

Findings	Supporting Evidence
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Our PCNC, student activities coordinator, and student leadership team in collaboration with our grade level leads are effective in providing parent, student, and community engagement activities during and beyond the school day. Each quarter a community event is facilitated by our PCNC, these have included Literacy Night, Craft Fairs, EL Night, Open House, May day Parent Night, Fun Run, Career Fairs, Book Fairs, Beautification Days, and more. Our school is in the process of hiring a Community School Coordinator (CSC) by the start of Q4 this year. Our CSC will help our school create more partnerships for our school that will strengthen engagement among all school stakeholders. Partnerships with Teach for America are providing tier 2 support focused around literacy and belonging. These targeted supports are delivered through the Ignite program to 6th grade students. Implemented on a larger scale to all grade levels and monitored by our MTSS team, is our Air Tutor partnership to ensure additional capacity is provided for tier two interventions during Advisory.

[Grade Level Assemblies](#)  
[Open House Informational Slide](#)  
[Student Activities Calendar](#)  
[Student Handbook](#)  
[SCC Agenda](#)  
[Ignite Program](#)  
[Air Tutors](#)

## E2. School Culture Criterion

The school leadership a) focuses on continuous school improvement through providing a safe, clean, and orderly place that nurtures learning; b) develops a culture that is characterized by trust, respect, professionalism, and high expectations for all students, and c) maintains focus on continuous school improvement.

This criterion emphasizes the following indicators:

- The school has processes/procedures in place (e.g., School Safety Committee) that increases safety awareness, builds enthusiasm for safety programs, and ensures students' physical health and safety.
- The school has an effective discipline and behavior management system that supports learning, growth, and development of student responsibility.
- The school has a culture where all stakeholders are respected, welcomed, supported, and feel safe at school: socially, emotionally, intellectually, and physically.
- The school has high expectations for students' behavior and learning within a culture that recognizes and addresses individual differences and diversity.

**E2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Our school is effective in maintaining protocols that increase safety awareness and builds enthusiasm for health and safety. Our school culture is a place where we are working to ensure all feel a sense of belonging. Our school is working towards developing a stronger MTSS system and Advisory program.</p>	<p><a href="#">Infinite Campus Parent Sign In</a>  <a href="#">Open House August 18, 2022</a>  <a href="#">Open House Slides</a>  <a href="#">Open House Grade 6 Contact Sheet</a>  <a href="#">Open House Grade 8 Contact Sheet</a>  <a href="#">Google classroom</a>  <a href="#">Copy of student mid quarter progress report</a>  <a href="#">Safety Presentation</a>  <a href="#">Po'o Kumu Update</a>  <a href="#">PCNC Wednesday Blast</a></p>

### E3. Student Support Criterion – Personalization and Accessibility

The school ensures that every student’s education is personalized, informed by high-quality data, is monitored, and advances them toward readiness for success in career, college, and community.

This criterion emphasizes the following indicators:\

- All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.
- Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day) to ensure all students are placed in courses that meet their educational goals.
- The school analyzes data and monitors student progress to implement multi-tiered support systems that ensure the academic, behavioral and social-emotional needs of all students are being met.
- The school has an effective attendance policy and student follow-up process that ensures attendance is valued, encouraged, and supported.
- The school has a process for regularly evaluating the degree to which the school’s curricular and co-curricular are meeting the needs of all students and support their learning and personal development.
- The school has an effective process in place to support all students who are transitioning between grade levels or transferring to a new school.

**E3. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

#### Findings

Our school is somewhat effective in personalization and accessibility. Our semester Student Led Conferences is one powerful way our school develops personal responsibility among our students. Our school has developed a strong partnership with our feeder high school, and it has created an onboarding process for all our 8th graders to transition to high school. Our school analyzes and monitors data three times a year, but must do so more regularly and with focused intention to take action in a timely manner to improve student outcomes. Our school must create a streamlined onboarding process for new students entering our school.

#### Supporting Evidence

[Grade 6 SLC Schedule](#)

[Grade 7 SLC Schedule](#)

 [SLCs SY 22-23 Grade 8](#)

[Flier Distributed in 8th Grade Advisories](#)

**HIDOE/ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:  
Synthesize Strengths and Growth Areas**

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.**

**Areas of Strength**

- PCNC and Student Activities Coordinator and Student Leadership Class collaboration to create activities that positively impact school culture.
- Student Led Conferences hone personal responsibility and student voice.
- Transition to high school onboarding

**Areas of Growth**

- Student showcases of learning for authentic audiences to create meaningful learning, relevance, and engagement.
- New student orientation process.
- Continue to expand the services and process of MTSS to ensure all students' needs are met.

**List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile)**

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  - Continue to strengthen outreach for our diverse student population
  - Strengthen the implementation and monitoring of our Air Tutoring program
  - Increase the frequency of data analysis and the use of data to make decisions to support student
- **In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to**
  - **Analyze what areas within the Academic Plan need to be addressed**
    - To address the identified student learner needs that were identified through the focus groups, the areas of the academic plan that should be addressed are the student success and systems of support sections.
  - **Identify important next steps within the Academic Plan.**
    - Next steps in the academic plan include:
      - Building a more robust system for new student orientation in the systems of support section underder systems section.

- Also in the systems section as well as the student success section, include next steps and processes to increase the effectiveness of MTSS.
- Provide culturally responsive professional development that helps faculty and staff with their outreach and engagement efforts with families

**Chapter IV: Student/Community Profile – Overall Summary from Analysis of Profile Data and Progress**

- **Summarize identified student learning needs based on profile and focus group findings.**
- **Provide tables or matrices of identified schoolwide strengths and growth areas or challenges.**

**Summary of Strengths**

<p>Category A Organization</p>	<ul style="list-style-type: none"> <li>● Consistent professional development that sets common expectations for the school.</li> <li>● Structures are in place to provide intentional time for data analysis and planning using the data</li> <li>● The school is shifting from a single leader model to a shared leadership model</li> </ul>
<p>Category B Curriculum</p>	<ul style="list-style-type: none"> <li>● Beginning refocus on curriculum maps and pacing guides</li> <li>● Focus on student engagement including ELL students</li> <li>● Common formative assessment analysis structure</li> </ul>
<p>Category C Instruction</p>	<ul style="list-style-type: none"> <li>● All teams are creating curriculum maps that include specific strategies for instruction</li> <li>● The administrative team is frequently in classes observing instruction and identifying trends across the school, grade levels or individual teachers.</li> <li>● Professional development is focused on strategies to increase effectiveness of instruction and inclusion of all students.</li> </ul>
<p>Category D Assessment and Accountability</p>	<ul style="list-style-type: none"> <li>● Schoolwide focus on common formative assessments</li> <li>● Team focus on analysis of formative assessments and implications for instruction</li> <li>● Development of teachers’ common understanding of the purpose of assessments and the analysis of these assessments.</li> <li>● Collaboration between teachers in the same subject and grade level on assessment expectations.</li> </ul>
<p>Category E Student Culture and Support</p>	<ul style="list-style-type: none"> <li>● PCNC, Student Activities Coordinator, and Student Leadership Class collaboration to create activities that positively impact school culture.</li> <li>● Student Led Conferences hone personal responsibility and student voice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Transition to high school onboarding</li> </ul>
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### Summary of Growth Areas

Category A Organization	<ul style="list-style-type: none"> <li>• A scaffolding professional development plan that addresses the unique needs of the school professionals.</li> <li>• Intentional onboarding process that provides guidance and ongoing support to teachers.</li> <li>• Increase the connection between professional development and application and assessment of the effectiveness of these strategies.</li> <li>• Teaming and leadership protocols that clarify expectations of roles and expected outcomes.</li> </ul>
Category B Curriculum	<ul style="list-style-type: none"> <li>• Cohesive curriculum and pacing guides in all content areas that include materials and assessments aligned to standards.</li> <li>• Increase understanding and application of rigor and relevance by planning exposure to higher levels of rigor to ensure students are challenged and prepare for future learning.</li> <li>• Integration of curriculum content to provide coherent instruction across content areas.</li> </ul>
Category C Instruction	<ul style="list-style-type: none"> <li>• There is a need to intentionally plan and deliver instruction that is differentiated and/or scaffolded.</li> <li>• Increase opportunities for students to be actively engaged in their learning.</li> <li>• Increase the level of rigor of the expected student performance to reflect the level of the standard.</li> </ul>
Category D Assessment and Accountability	<ul style="list-style-type: none"> <li>• Developing multi-level assessments that include curriculum-embedded assessments (e.g., student work, pre- and post-assessments, performance tasks, etc)</li> <li>• Calibrate formative assessments with other middle schools to ensure students are assessed and perform at the level of their peers across the state and country.</li> <li>• Develop exemplar samples of student performance on formative and summative assessments.</li> </ul>
Category E Student Culture and	<ul style="list-style-type: none"> <li>• Student showcases of learning for authentic audiences to create meaningful learning, relevance, and engagement.</li> <li>• New student orientation process</li> </ul>



Support	<ul style="list-style-type: none"> <li>● MTSS to ensure all students' needs are met.</li> </ul>
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## **Prioritized Areas of Growth and Confirmation of Learning Needs**

**Our school has clustered areas of growth around three major themes: Professional Development, Tier One Instruction, Equity and Belonging.**

### **1. Professional Development**

- A scaffolding professional development plan that addresses the unique needs of the school professionals.
- Intentional onboarding process that provides guidance and ongoing support to teachers.
- Increase the connection between professional development and application and assessment of the effectiveness of these strategies.

### **2. Tier One Instruction**

- Cohesive curriculum and pacing guides in all content areas that include materials and assessments aligned to standards.
- Increase understanding and application of rigor and relevance by planning exposure to higher levels of rigor to ensure students are challenged and prepare for future learning.
- Integration of curriculum content to provide coherent instruction across content areas.
- There is a need to intentionally plan and deliver instruction that is differentiated and/or scaffolded.
- Increase opportunities for students to be actively engaged in their learning.
- Increase the level of rigor of the expected student performance to reflect the level of the standard.
- Developing multi-level assessments that include curriculum-embedded assessments (e.g., student work, pre- and post-assessments, performance tasks, etc)
- Calibrate formative assessments with other middle schools to ensure students are assessed and perform at the level of their peers across the state and country.
- Develop exemplar samples of student performance on formative and summative assessments.

### **3. Equity and Belonging**

- Student showcases of learning for authentic audiences to create meaningful learning, relevance, and engagement.
- Create a new student orientation process

- Strengthen MTSS to ensure all students' needs are met.

**Critical Learning Needs Based on the school profile, our analysis of evidence and findings, and the prioritized growth areas categorized above, we confirm the following Critical Learning Needs to be integrated into our Academic Plan:**

1. Student achievement in literacy and numeracy must dramatically improve.
2. Close the achievement gap between EL students and all students.
3. Strengthen the PLC process to dramatically improve teaching and learning.
4. Develop and implement a professional development plan to support teachers.
5. Refine the MTSS process to ensure systems of support are in place for all students.

**Chapter V: Academic Plan**

- **Comment briefly on implications/considerations for revising the Academic Plan utilizing the tables or matrices from Task 4 (e.g., What enabling activities should be modified based on our findings and student learning needs? etc.).**
- **Comment on identifications of any additional specific strategies to be used by staff within each subject area/support program to support sections of the Academic Plan.**  
**This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the General Learner Outcomes (optional).**
- **Include the Academic Plan with proposed revisions.**
- **Describe the school’s overall follow-up process for ongoing improvement.**

**Each year, the school reviews the current Academic Plan using school data, the State Strategic Plan, WASC recommendations, and school goals. Based on the critical student learning needs identified through our self-study process, the faculty is in the process of incorporating modifications to various enabling activities in our academic plan.**

**Our next steps will be to allow additional WASC visiting committee recommendations to guide revisions necessary for the implementation. The Leadership team will take the lead on this process with input and guidance from the faculty, students, staff, and administration. Goals 1, 2, and 3 of the plan will have modified desired outcomes that reflect our self study critical learner needs.**

<b><u>Goal 1: Student Success.</u></b>		
All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).		
Desired Outcome 1	Desired Outcome 2	Desired Outcome 3
Chronic absenteeism will decline dramatically.	Increase student learning in reading, math and science.	Increase English Language proficiency for English learners.
Possible Enabling Activities		
<ul style="list-style-type: none"> <li>● Academic and SEL Screeners will be used to identify multi-tiered supports for students.</li> <li>● 100 % of students who are not reading at grade level will receive interventions in the school wide intervention block, after the first iReady diagnostic.</li> </ul>		

- 100% of students who are identified as needing SEL/behavioral supports will receive interventions during our weekly intervention block by counselors and/or non classroom teachers.
- Student Led Conferences are held each semester.
- Uplink program will support beyond the school day tutoring and Hawk Athletics.
- New student orientation process is implemented and facilitated by staff and students.

**Goal 2: Staff Success**

Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Desired Outcome 1	Desired Outcome 2
Each teacher will have a personalized professional development plan that supports highly effective classroom instruction and curriculum.	All teachers will receive targeted professional development to support our EL students.
Possible Enabling Activities <ul style="list-style-type: none"> <li>● Faculty professional development plan is created and includes: ongoing Rigor and Relevance PD, MTSS PD, PLCs PD, Assessment and instruction PD, and middle level education for all teachers.</li> <li>● Peer Classroom Observations Continues on a quarterly basis.</li> <li>● Ho’oulu New teacher Mentoring Program will support new teachers in professional development in curriculum and instruction, SEL, and Hawaii.</li> <li>● Individualized focused coaching support for teachers</li> </ul>	

**Goal 3: Successful Systems of Support**

Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Desired Outcome 1	Desired Outcome 2	Desired Outcome 3
Teachers will engage in weekly PLCs to ensure sound instructional	All students will receive appropriate multi-tiered supports in order to fully	Parent and Community engagement will increase dramatically to support

<p>decisions are made in a swift, timely manner, according to regular data collection and effective formative instruction, with the following targets:</p> <p>SBA - TBD iReady - TBD WIDA ACCESS - TBD</p>	<p>engage in their learning.</p>	<p>the academic and SEL needs of all our students.</p>
<p>Possible Enabling Activities</p> <ul style="list-style-type: none"> <li>● Provide culturally responsive professional development that helps faculty and staff with their outreach and engagement efforts with families.</li> <li>● Advisory program will refine its purpose around clear goals and a plan to achieve them.</li> <li>● Community School Plan is created by the end of Q1, and its goals are shared and monitored for success.</li> <li>● Weekly whole school admin classroom walkthroughs to identify trends and individual support needs.</li> <li>● Develop teaming protocols at all levels to ensure meetings are productive and results driven.</li> <li>● Utilize academic, student demographic data and other data sources to triangulate school needs and as a team set challenging, yet obtainable, schoolwide goals.</li> <li>● Identify data sources and schedule for regularly including data analysis and action planning in PLCs and leadership meetings and to measure school's ongoing progress.</li> </ul>		

## Appendices

- A. School Strive HI index results <http://bit.ly/3SCZLLq>
- B. School Trend Report <http://bit.ly/3m2031W>
- C. School Status and Improvement Report <http://bit.ly/3ZqItTH>
- D. School Quality Survey <http://bit.ly/3KIIT3L>
- E. Master Schedule <http://bit.ly/3Sx78nu>
- G. Results of student surveys/interviews <http://bit.ly/3kqK11q>
- H. Results of parent/community surveys/interviews
- I. Current Academic Plan <http://bit.ly/3SBL4Im>