

# KEA'AU MIDDLE SCHOOL SELF-STUDY REPORT



**16-565 Kea'au-Pahoa Road**

**Kea'au, HI 96749**

**Hawaii District**

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**Hawaii DOE/ACS WASC Focus on Learning Accreditation Manual,  
2018 Edition**

**CONTENTS**

<b>Preface .....</b>	<b>3</b>
<b>Chapter I: Progress Report .....</b>	<b>6</b>
<b>Chapter II: Student/Community Profile and Supporting Data and Findings .....</b>	<b>18</b>
<b>Chapter III: Self-Study Findings</b>	
Category A: Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources .....	<b>34</b>
Category B: Standards-Based Student Learning: Curriculum .....	<b>55</b>
Category C: Standards-Based Student Learning: Instruction .....	<b>68</b>
Category D: Standards-Based Student Learning: Assessment .....	<b>80</b>
Category E: School Culture and Support for Student Personal and Academic Growth .....	<b>92</b>
<b>Chapter IV: Student/Community Profile – Overall Summary from Analysis of Profile     Data and Progress .....</b>	<b>117</b>
<b>Chapter V: Academic Plan .....</b>	<b>119</b>
<b>Appendices.....</b>	<b>120</b>



## 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.
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## BACKGROUND

Kea'au Middle School (KMS) was originally founded as Ola'a School over one hundred years ago when Hawaii was still a territory of the United States. Beginning as an elementary school in 1939, KMS became a K-9 school and was then known as Kea'au Elementary and Intermediate School. In the 1980s, grade 9 was transferred to the high school level, and in 1997, the elementary and middle schools became two separate entities. In school year 1998-99, the elementary school began occupancy of its new campus, fully completing this move at the end of 1999. Since 1998, the middle school has been recognized as "Kea'au Middle School," servicing students in grades 6, 7 and 8, and occupying the site of the original campus.

KMS is located in the rural Puna District on the island of Hawaii, approximately nine miles from Hilo, and services approximately 720 students. A large majority of the students rely on subsidized bus service and are bused to school from as far as 22 miles away. The school draws from a geographical area of 111.1 square miles that includes several large subdivisions, substandard roads, sparse electric capacities, and limited access to county water.

Many changes within the community have impacted the school. Kea'au went from a small, quiet rural village to a large and sprawling transient town. In the past three years, many small businesses have made Kea'au their home, as well as a chain drug store and medical administration that were built near the campus. The primary industry in the Kea'au area is agriculture. Since the demise of sugar plantations, the agricultural community has been in transition, developing flower nurseries, fruit, vegetable and ginger root farming. The school's 85%+ participation rate in the free and reduced lunch program reflects the continued economic hardships experienced in the community.

### Accreditation History

2002 Full Self-Study (Six-year term with a mid-term review at three years)

2005 Mid-term Review

2008 Full Self-Study (Six-year term with a mid-term review at three years)

2011 Mid-term Review

2014 Full Self-Study (Six-year term with a mid-term review at three years)

2017 Mid-term Review

## SCHOOL DESIGN

Kea'au Middle School has adopted the middle school concept (implementation of particular strategies that support the needs specifically for adolescent students) and is working to incorporate the Association of Middle Level Education (AMLE) "16 Characteristics of Successful Schools for Young Adolescents." These characteristics are organized by three areas - 1) Curriculum, Instruction, and Assessment; 2) Leadership and Organization; 3) Culture and Community. The characteristics align with the Hawaii Department of Education's School Design Principles and Strategic Plan as it not only focuses on academics, but also incorporates attributes that contribute to the development of the "whole child." Currently, fourteen characteristics are addressed through school initiatives and are referenced in the school academic plan, they are listed below.

### Curriculum, Instruction, and Assessment

- Educators value young adolescents and are prepared to teach them.
- Students and teachers are engaged in active, purposeful learning.
- Curriculum is challenging, exploratory, integrative, and relevant.
- Educators use multiple learning and teaching approaches.
- Varied and ongoing assessments advance learning as well as measure it.

### Leadership and Organization

- A shared vision developed by all stakeholders guides every decision.
- Leaders are committed to and knowledgeable about this age group, educational research, and best practices.
- Organizational structures foster purposeful learning and meaningful relationships.
- Leaders demonstrate courage and collaboration.
- Ongoing professional development reflects best educational practices.

### Culture and Community

- The school environment is inviting, safe, inclusive, and supportive of all.
- Every student's academic and personal development is guided by an adult advocate.
- Comprehensive guidance and support services meet the needs of young adolescents.
- Health and wellness are supported in curricula, school-wide programs, and related policies.

Significant middle school concept elements that have been incorporated in the school structure are teaming and Ho'okele (advisory). Each grade level is comprised of two teams (Green Team and Gold Team) which include core content area teachers. Teams also include special education teachers and/or elective teachers. Note: Elective teachers serve students on both teams. Grade level team meetings occur weekly and focus on different topics, depending on the week. Teachers plan and collaborate on team expectations, activities, inter-disciplinary units (IDUs); and discuss student concerns. This time is also used to engage in professional development.

## **Kea'au Middle School HDOE/ACS WASC Self-Study Report**

Ho'okele is considered "instructional" and include goal-setting and career awareness lessons, character education lessons, and team building activities. Students also keep track of their attendance and grades during this time. Ho'okele occurs at the start of each day, Tuesday through Friday, 60 minutes for grade 6 and 45 minutes for grades 7 and 8.

### **STUDENT VOICE AND TEACHER COLLABORATION**

Student voice is an area that KMS is currently working to address. There is a need to identify how the school will move from "pockets" of implementation and just by chance to intentional and thoughtful incorporation of student voice school-wide.

There are a variety of opportunities that are structured for teacher collaboration on a weekly basis; professional learning communities (PLCs), team meetings, and committee meetings. Teachers work together in reviewing data and discussing instructional strategies, share out how they implement school-wide initiatives, plan activities and interdisciplinary units, and learn about educational topics relevant to their students and needs of the school. Many teachers collaborate with each other during their internal preparation period as well.

### **CURRENT SELF STUDY PROCESS**

The school's leadership team participated in training facilitated by Dr. John Sugiyama of WASC in October 2018 and January 2019. The full-day training sessions focused on the self-study purpose and process. Focus Groups were formed and each included teacher representation from each grade level and content area. Administration and other certificated faculty members were divided among the five focus groups as well.

In April 2019, a faculty meeting was held to review the self-study purpose and process. Focus groups met and began to review the first two chapters of the report. At the beginning of the 2019-2020 school year, teachers participated in a "gallery walk" where they gave input on all 46 indicators for focus groups B-E. They also created teacher and student surveys to gather additional information. In October, after the first draft of each focus group's report were complete, the leadership team reviewed them and created a list of strengths and a list of areas of growth, based on the findings and evidence that each group gathered. Then in November, focus groups reviewed and finalized their sections, reviewed the areas of strengths and growth for accuracy, and then created an overall summary. In December, the faculty were split up to form new groups with representatives from each focus group. Teachers took turns sharing the summary section and lists of areas of strength and growth for their focus group so that everyone understand what was learned in each group. Chapter four of the report was then generated based on the identified growth areas from each focus group. Finally, revisions were made to the Academic Plan to reflect the areas of growth identified in chapter four.

## Chapter I: Progress Report

- Description of any significant development 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.
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### SIGNIFICANT DEVELOPMENTS

#### Middle School Concept

##### Teaming

Since SY 2015-16, students have been placed on one of two teams for each grade level. Teams are structured so all students share the same core teachers with one team servicing special education (SpEd) identified students and the other 504 and EL identified students. Team teachers meet weekly to collaborate on interdisciplinary units, activities and incentives; and discuss student progress, especially for those that might need interventions. Teaming has provided teachers the opportunity to collaborate in a more intimate and focused way. Smaller groups of teachers are able discuss students that they all share and provides collaboration time focused on strategies to support their students academically and behaviorally. Teaming has also provided consistency for students in classroom rituals and routines.

##### Ho'okele (Advisory)

In the 2014-15 school year, Kea'au Middle began implementing an advisory period at the beginning of each school day and called it "Ho'okele." In Ho'okele, students received character education lessons, "Huaka'i Pono" designed to help students with social/emotional learning. The character education component utilized a program known as "Second Steps," and included topics such as responsibility, respect, and anti-bullying. Ho'okele time was also utilized to improve students' reading comprehension through Achieve3000, a computer-based reading program.

Since then, the implementation of the Achieve 3000 online program was replaced with iReady which provided support in reading and math. However, due to the period length of ho'okele, there was not enough time for students to engage in the program and with enough consistency. Therefore, the ho'okele schedule was revamped to include goal setting and career exploration type of activities in place of the reading and math support. The following ho'okele schedule has been implemented since the 2018-19 school year.

Monday (Note: 10 min.)	Tuesday	Wednesday	Thursday	Friday
Attendance Announcements	Attendance/ Announcements Second Steps	Attendance/ Announcements Binder Check Continue Second Steps if necessary	Attendance/ Announcements Career Exploration, Goal setting, Grade/Attendance Check	Attendance/ Announcements Team/Relationship Building Activities

### **Separate Bell Schedules**

In SY 2017-18 administration decided to modify the bell schedule Tuesday through Friday to separate the 6<sup>th</sup> grade students from the 7<sup>th</sup> and 8<sup>th</sup> graders during recess and lunch. This was done to limit the interaction between students and ease the transition from elementary to middle school. Specific areas on campus are designated for only 6<sup>th</sup> graders; their classrooms have been located to one side of the campus, except for their science and some elective classes. This has also helped to improve supervision on campus with a smaller population of students and area to monitor during unstructured times.

### **Grade 6 Summer Transition**

In efforts to provide incoming 6<sup>th</sup> graders with a smoother transition to middle school, the “6<sup>th</sup> Grade Summer Bridge” program was created in 2018. The two weeklong program gives students the chance to get familiar with the campus and meet their potential teachers. The day and class periods are structured in a similar way to the regular school year. Students receive free meals and can take advantage of free bus service to and from school as well. At the beginning of the regular school year, students have reported that they felt confident and less intimidated being at Kea'au Middle because of their participation in the program. Approximately 70 students participated in Summer Bridge this past summer.

### **RTI-A and RTI-B**

Since SY 2015-16, RTI-A programs and processes were established to address and service students' specific academic needs. Criteria and data analysis were utilized to identify students and monitor progress. Of significance, the Alternative Education Learning Center (AELC) or “credit recovery” was established as a support for students in danger of failing reading or math for the year. Teachers would notify grade level counselors of students that would benefit from being enrolled in AELC and then the “CORE” group (counselors, student services coordinator, and administration) would determine if the student would be placed there. Being enrolled in AELC took the place of the reading or math class the student was failing in; however, since last school year, AELC has been used as more of a “safety net.” Enrollment in the credit recovery class takes the place of a student's elective course and the student remains in the core class that they are in danger of failing. If a student fails their core class but has completed enough assignments in the AELC class, they will receive the credit; otherwise, they must continue and complete the course during the summer to receive credit.

An RTI-B system has been established to address and service students' specific behavior needs. A universal screener and other behavior data are analyzed to identify students and monitor progress through levels of support. Tier 1 supports include school-wide positive behavioral interventions and support activities and incentives, social emotional learning curriculum, proactive classroom management, and progressive response to problem behavior. Tier 2 interventions include skills groups, mentoring, school-home communication, and behavior contracting. Tier 3 interventions include functional behavioral assessment-based behavior support plans and increased supports. RTI-B system development and improvement resulted in



more students receiving evidence-based supports, data-based and data-driven decision-making, and procedures to measure effectiveness of programs.

Establishment of RTI A/B programs and initiatives has increased the awareness of student needs and provided a proactive step in supporting students academically and socially/behaviorally. Although there is much refinement in RTI, KMS has been able to provide support to students in a variety of ways (e.g. alternate education based on academics and behavior, positive behavior support incentives, increased professional development on proactive classroom management strategies, etc.). In addition, consistent program monitoring for progress and evaluation is understood to ensure students are identified and provided the support they need.

### **Teacher Professional Development**

Although departmental professional learning communities (PLCs) were developed and implemented at KMS several years ago, the PLC time has been shifted more toward accomplishing meaningful tasks and engaging in professional dialogue in more recent years. Since SY 2017-18 departments have taken more ownership over the PLCs and spend time discussing, planning, and sharing instructional strategies to better support students.

Last school year, the teachers on the Kea'au Middle Academic Review Team (KMART, the school leadership team) decided to participate in teacher led professional development (PD) focused on instructional practices with The BERC Group. The PD is based on ways to improve how the brain functions through a process of teacher self-reflection. In general, teachers participate in learning walks to help identify specific instructional habits that they want to personally improve on. Last school year, the leadership team participated in four learning walks. This school year, the leadership team members will facilitate virtual learning walks with their grade level teams eight times. In addition, a select group of teachers volunteered to participate in at least two live learning walks during the year. Professional Development with The BERC Group appealed to the leadership team because it is not facilitated by school administration nor monitored directly for implementation like most types of PD. There are however; two data collection points during the school year done by The BERC Group to get information on the implementation of instructional practices in the classroom. Data are used to identify strong and weak practices implemented school-wide for consideration of future PD, whether it is through The BERC Group process or facilitated by the school.

## SUMMARY OF PROGRESS

At the end of the last full self-study in SY 2013-14, Kea'au Middle was left with five critical areas for follow-up. In addition, the team from the 2017 mid-cycle visit provided KMS with six recommendations. Summaries of progress for each critical area and recommendation connected to an Academic Plan (AP) enabling activity are documented in the table below. Copies of current and previous years' Academic Plan are found in the Appendix.

<b>Critical Area 1:</b> Expand school wide high impact instructional strategies that will close the achievement gap and increase student learning.	SY 2014-15 Goal 1, EA 2 Increased consistent use of high impact classroom instructional strategies
	SY 2015-16 Goal 1 Strategy 2, EA 5 Provided access to AVID strategies and activities for all students
	SY 2016-17 Goal 1, EA 1 Professional development and coaching support to teachers in identified areas of instructional improvement were provided: - Rigor in lesson design and delivery - Student engagement – hands on, minds on - Higher order thinking - Utilizing formative assessments and data to adjust instructional practices and grouping
	SY 2017-18 Goal 1 EA 1 Provided workshop classes that focused on building basic skills and supported grade level instruction, incorporated reading and math enrichment/intervention in Ho'okele (advisory)
	SY 2018-19 Goal 1 EA 1 Implemented multiple learning and teaching approaches that are rigorous and connected to real-world experiences  Goal 1 EA 3 Developed and implemented classes that support grade level instruction (workshop – pre-teaching, application; ho'okele (advisory) – exploration, goal setting, problem solving)
	SY 2019-20 – Current Goal 1 EA 1 Continuing to implement multiple learning and teaching approaches that are rigorous and connected to real-world experiences

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

	<p>Goal 1 EA 3 Developed and implementing classes that support reading and math readiness</p> <p>Goal 1 EA 6 Implementing career exploration, goal setting and problem-solving activities in the advisory class</p>
<p><b>Critical Area 2:</b> Establish a process to evaluate the effectiveness of the support programs and use data to focus activities more effectively.</p>	<p align="center">SY 2014-15</p> <p>Goal 1, Strategy 2, EA 8 Established a process to evaluate the effectiveness of the support programs that include the use of data</p>
	<p align="center">SY 2015-16</p> <p>Goal 1 Strategy 2 EA 6 Established a process to evaluate the effectiveness of the support programs that include the use of data</p>
	<p align="center">SY 2016-17</p> <p>Goal 1 Strategy 2, EA 1 Refined system to meet the academic needs of students (administered and analyzed STAR Enterprise assessment data, administered progress monitoring assessment of student learning monthly)</p> <p>Goal 1 Strategy 2, EA 2 Refined system to meet the social/emotional/behavioral needs of students (administered and analyzed BEISY, progress monitored student behavioral data monthly and analyzed data to determine change of support level if needed)</p>
	<p align="center">SY 2017-18 and on</p> <p>Monthly progress monitoring occurs where the KMART meet to monitor the enabling activities (school-wide initiatives) of the AP. Data are reviewed and discussions take place to ensure that initiatives and/or programs are continued if they are working as intended or if changes are necessary, that they occur.</p>
<p><b>Critical Area 3:</b> Continue to increase the rigor of classroom lessons and identify ways to successfully reach the targeted math and reading goals and</p>	<p align="center">SY 2014-15</p> <p>Goal 1 Strategy 1, EA 2 Increased consistent use of high impact classroom instructional strategies</p> <p>(Goal 1, Strategy 1, EA 6) Provided students with real world experiences that prepare them for college and career readiness</p>

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

extend real world learning experiences for students.	<p align="center">SY 2015-16</p> <p>Goal 1 Strategy 1, EA 3 Provided activities with real world experiences and incorporated technology in the instruction of common core standards to prepare students to be college and career ready</p> <p>Goal 1 Strategy 2, EA 5 Provided access to AVID strategies and activities for all students</p> <p>Goal 1 Strategy 4, EA 1 Included STEM learning experiences that include inquiry, technology, engineering design process, and mathematical practices</p>
	<p align="center">SY 2016-17</p> <p>Goal 1, EA 1 Professional development and coaching support to teachers in identified areas of instructional improvement were provided:</p> <ul style="list-style-type: none"> <li>- Rigor in lesson design and delivery</li> <li>- Student engagement – hands on, minds on</li> <li>- Higher order thinking</li> <li>- Utilizing formative assessments and data to adjust instructional practices and grouping</li> </ul> <p>Goal 1 Strategy 4, EA 1 Included STEM learning experiences that include inquiry, technology, engineering design process, and mathematical practices</p>
	<p align="center">SY 2017-18</p> <p>Goal 1 EA 2 Increased rigor in classroom lessons and made connections to real-world experiences by implementing problem-based interdisciplinary units between 2 or more content areas, at least one unit completed by the end of each semester</p>
	<p align="center">SY 2018-19</p> <p>Goal 1 EA 1 Implemented multiple learning and teaching approaches that were rigorous and connected to real-world experiences</p>
	<p align="center">SY 2019-20 – Current</p> <p>Goal 1 EA 1 Continuing to implement multiple learning and teaching approaches that were rigorous and connected to real-world experiences</p>
<b>Critical Area 4:</b> Continue to refine	<p align="center">SY 2014-15 and SY 2015-16</p> <p>Goal 1 Strategy 2, EA 1</p>

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

and improve the RTI process to better serve students.	Refined and improved the RTI process to better serve students and identify ones at risk of not completing school
	<p align="center">SY 2016-17</p> <p>Goal 1 Strategy 2, EA 1 Refined system to meet the academic needs of students (administer and analyze STAR Enterprise assessment data, administer progress monitoring assessment of student learning monthly)</p> <p>Goal 1 Strategy 2, EA 2 Refined system to meet the social/emotional/behavioral needs of students (administered and analyzed BEISY, progress monitored student behavioral data monthly and analyzed data to determine change of support level if needed)</p>
	<p align="center">SY 2017-18</p> <p>Goal 3 EA 1 Refined, clarified, and improved RTI-A and RTI-B supports by – creating a description for school-wide programs, resources and supports - communicating descriptions of school-wide programs, resources and supports to all stakeholders - established goals for school-wide programs, resources and supports based on data and identified how those supports would be measured for effectiveness - monitored progress on school-wide programs and initiatives monthly by analyzing data, reflecting on effectiveness, and revising programs as necessary</p>
	<p align="center">SY 2018-19</p> <p>Goal 3 EA 1 RTI-A and RTI-B supports were in place and in practice to meet the needs of young adolescents and were regularly monitored for impact and improvement of the systems</p>
	<p align="center">SY 2019-20</p> <p>Goal 3 EA 1 RTI-A and RTI-B supports are in place and in practice to meet the needs of young adolescents and are regularly monitored for impact and improvement of the systems</p>
<b>Critical Area 5:</b> Develop a plan to integrate and assess GLOs consistently throughout the	<p align="center">SY 2015-16</p> <p>Goal 1 Strategy 2, EA 7 Developed and implemented a plan to integrate and assess GLOs consistently throughout the curriculum to fulfill the school's vision</p>

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

curriculum to fulfill the school's vision.	<p align="center">SY 2016-17</p> <p>Goal 1 Strategy 2, EA 3 Developed and implemented a plan to integrate and assess GLOs consistently throughout the curriculum to fulfill the school's vision</p>
	<p align="center">SY 2017-18</p> <p>Goal 1 EA 3 Implemented GLO journals tied to the Huaka'i Pono (Second Steps) lessons that reflected student understanding of the GLOs</p>
	<p align="center">SY 2018-19</p> <p>Goal 1 EA 4 Implemented Huaka'i Pono (character education – Second Steps) lessons that teach the importance of demonstrating the GLOs</p> <p>Teachers assessed students on the GLOs through activities and lessons in ho'okele</p>
	<p align="center">SY 2019-20</p> <p>Goal 1 EA 4 Implementing SEL (social-emotional learning) lessons that teach the importance of demonstrating the GLOs</p> <p>Teachers will continue to assess students on the GLOs, students are to connect SEL lessons to the GLOs (% of students that are able to make the connection between the SEL lessons and GLOs will be reported quarterly at the leadership progress monitoring meetings</p>

Mid-Cycle Recommendations' Summary of Progress

In addition to the critical areas for follow up, six recommendations were made by the mid-cycle visiting team in 2017. Progress on those recommendations are found in the table below.

<p><b>Recommendation 1:</b> KMS revisit the school's vision aligned with core values to give purpose and understanding for educating middle-school youngsters.</p>	<p align="center">SY 2018-19</p> <p>In April of last school year, administration proposed an update to the school vision, mission, and beliefs to be concise and unique to Kea'au Middle School and the population it serves. The faculty were presented with a couple of options and provided input and feedback. Administration is making a concerted effort to ensure that the faculty perpetuate the school vision, mission, and beliefs with posters around campus and making reference to them at school meetings.</p>
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**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

<b>Recommendation 2:</b> Teachers and administrators continue to build a culture of ownership where educators see themselves as advocates for students and are empowered to adopt practices that best meet the unique needs and cultural backgrounds of KMS students. They accept the responsibility for the results/data and work to change practices if they are not in the best interests of students.	SY 2017-18
	<p>Goal 2 EA 1  Strengthened the structure of teaming by ensuring and protecting time for teams to meet, providing PD for teachers in creating problem-based interdisciplinary units, providing PD that addresses the purpose of and best practices for teaming</p> <p>Goal 2 EA 2  Engaged faculty members in consistently utilizing the data team process to change teaching practice based on student needs</p>
	SY 2018-19
	<p>Goal 2 EA 1  Worked on building a school environment that fosters purposeful learning and meaningful relationships by strengthening the structure of teams</p> <p>Goal 2 EA 2  Faculty members consistently utilized the data team process to adjust teaching practices based on student needs</p>
	SY 2019-20
	<p>Goal 2 EA 1  Building a school environment that fosters purposeful learning and meaningful relationships by strengthening the structure of teams</p> <p>Goal 2 EA 2  Faculty members are consistently utilizing the data team process to adjust teaching practices based on student needs</p>
<b>Recommendation 3:</b> Teachers continue to understand the Common Core Standards and increase their skills to develop rigorous, challenging literacy lessons so KMS students learn specific content knowledge and	SY 2017-18
	<p>Goal 2 EA 5  Deepened teachers' knowledge of CCS and NGSS by providing PD on understanding and deconstructing the CCS/NGSS, collaborating in the professional learning communities (PLC) on CCS/NGSS and on lesson design around the standards</p>
	SY 2018-19
	<p>Goal 1 EA 1  Implemented multiple learning and teaching approaches that are rigorous and connected to real-world experiences</p>

**Kea'au Middle School HIOE/ACS WASC Self-Study Report**

demonstrate deeper applied understanding of their learning.	<p align="center">SY 2019-20</p> <p>Goal 1 EA 1 Continuing to implement multiple learning and teaching approaches that are rigorous and connected to real-world experiences</p>
<b>Recommendation 4:</b> Teachers and administrators continue to refine schoolwide processes in place to evaluate the effectiveness of the RTI-A and RTI-B programs with fidelity, so these programs reflect the school's vision and mission.	<p align="center">SY 2018-19</p> <p>Goal 3 EA 1 RTI-A and RTI-B supports were in place and in practice to meet the needs of young adolescents and were regularly monitored for impact and improvement of the systems</p>
	<p align="center">SY 2019-20</p> <p>Goal 3 EA 1 RTI-A and RTI-B supports are in place and in practice to meet the needs of young adolescents and are regularly monitored for impact and improvement of the systems</p>
<b>Recommendation 5:</b> Teachers and administrators continue to identify targets and data to be monitored for all RTI-A and RTI-B programs to ensure the focus is centered on student growth.	See Critical Area 4 above
<b>Recommendation 6:</b> The KMART continue to ensure the enabling activities on the academic plan be implemented with fidelity, understanding, and commitment schoolwide.	Since 2017, KMS has conducted monthly progress monitoring meetings to ensure the academic plan activities are monitored throughout the year. The leadership team is responsible for reporting out on progress and/or implementation at each meeting.



**Summary of Progress by Goal**

A general summary of progress for each Academic Plan (AP) goal (1 – Student Success, 2 – Staff Success, 3 – Systems of Support) that include the enabling activities not directly connected to one of the critical areas for follow-up are below.

**Goal 1 – Student Support:** Since the 2015-16 school year, Kea'au Middle School has focused on providing students with lessons aligned to the state standards, rigorous and meaningful learning experiences, and a variety of instructional strategies that support learners at different levels. KMS has implemented school-wide literacy initiatives so students could make connections to different subject areas as they were reinforced in all classes. KMS also provided academic intervention to students needing support by creating additional elective classes; reading and math workshop.

**Goal 2 – Staff Support:** Since the 2015-16 school year, KMS has provided teachers with a variety of professional development opportunities. Major areas of focus were middle level education (teaming, trauma sensitive practices, adolescent development, etc.), core instruction (content standards and instructional strategies), and servicing identified populations (Sped, EL). Teachers participated in weekly professional learning communities (PLCs) with their content area department focusing on instructional strategies and a data cycle process. Grade level team meetings also occurred weekly and part of that time was spent discussing ways to strengthen their team and better support students. Monthly faculty meetings included professional development on trauma informed practices, EL support, and brain research. In addition, there have been opportunities for teachers and administration to attend local, state, and national conferences aligned to the AP.

**Goal 3 – Systems of Support:** A major focus since the last full self-study has been establishing RTI-A and RTI-B array of services, communicating services offered, and monitoring student progress. For RTI-B, the Brief Internalizing and Externalizing Screener for Youth (BEISY) has been completed by all teachers twice a year to identify possible students needing intervention (tier 2 or tier 3). School counselors analyze the data and communicate with the classroom teachers and provide support to students as needed. Counselors meet weekly to discuss student progress and possible changes in support. Data are also shared at the monthly progress monitoring meetings with the school leadership team/KMART. For RTI-A, KMS has incorporated a tutoring component in the after-school UpLINK program for all students to participate in. For identified students, they are placed in a reading or math workshop elective class to improve their reading or math skills. An online based credit recovery class was established to support students in danger of failing a core content area. Changes to credit recovery have occurred each year to improve the program and best support students.

## **ONGOING FOLLOW-UP PROCESS**

The process for implementing and monitoring the Academic Plan (AP) begins in the prior school year after the first draft is complete. The faculty reviews the enabling activities planned for implementation. Then at the beginning of the next school year, the school leadership team – administration, academic coach, school-wide coordinator, content department heads, and grade level team representatives; also known as the Kea'au Middle Academic Review Team (KMART) reviews the AP again to refresh and focus their minds on the current school year. They also review the expectations and discuss how each enabling activity will be monitored for progress. Each month thereafter, the KMART meets for progress monitoring (PM) meetings where they review data and discuss implementation and impact of the enabling activities. A PM report is used to document notes on progress, as well as a data collection spreadsheet.

### Current Self-Study Process

The school's leadership team participated in training facilitated by Dr. John Sugiyama of WASC in October 2018 and January 2019. The full-day training sessions focused on the self-study purpose and process. Focus Groups were formed and each included teacher representation from each grade level and content area. Administration and other certificated faculty members were divided among the five focus groups as well.

In April 2019, a faculty meeting was held to review the self-study purpose and process. Focus groups met and began to review the first two chapters of the report. At the beginning of the 2019-2020 school year, teachers participated in a "gallery walk" where they gave input on all 46 indicators for focus groups B-E. They also created teacher and student surveys to gather additional information. After the first draft of each focus group's report were complete, the leadership team met and reviewed them. Due to amount of meeting time available for focus groups to meet, the leadership team also started to put together a list of the strengths and areas of growth based on findings and evidence documented.

## **ACADEMIC PLAN – PROGRESS, EVIDENCE, IMPACT ON STUDENT LEARNING**

The critical areas for follow up from the last full self-study and additional recommendations from the mid-cycle visit have been incorporated into the Academic Plan (AP). There is a notation in the plan next to each enabling activity that identifies the critical area and/or additional recommendation it is addressing. Although student achievement data do not necessarily reflect acceptable proficiency rates, the faculty has been working diligently on implementing the school-wide initiatives from the AP. Based on the most recent Strive HI results, there was an increase in ELA growth by 4 points and no change in math. We are hopeful that with the continued implementation of the AP enabling activities students will continue to make gains and increase in proficiency as well.

## **CRITICAL AREAS FOR FOLLOW-UP NOT CURRENTLY IN THE ACADEMIC PLAN**

There are no critical areas for follow-up not currently in the Academic Plan.

## 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)
- 

### **DEMOGRAPHIC DATA**

#### **Community**

Kea'au Middle School (KMS) was originally founded as Ola'a School over one hundred years ago, when Hawaii was still a territory of the United States. Beginning as an elementary school in 1939, KMS became a K-9 school and was then known as Kea'au Elementary and Intermediate School. In the 1980s, grade 9 was transferred to high school level, and in 1997, the elementary and middle schools became two separate entities. In school year (SY) 1998-99, the elementary school began occupancy of its new campus, fully completing their move at the end of 1999. Since 1998, the middle school has been recognized as "Kea'au Middle School," servicing grades 6, 7 and 8, and occupying the site of the original campus.

KMS is located in the rural Puna District on the island of Hawaii, approximately nine miles from Hilo, the largest town on the East side of the island. A large majority of the students rely on subsidized bus service and are bused to school from as far as 22 miles away. The school draws from a geographical area of 111.1 square miles that include several large subdivisions, substandard roads, sparse electric capacities, and limited access to county water.

Many changes within the community have impacted the school. Kea'au went from a small, quiet rural village to a large and sprawling transient town, necessitating a new high school and a new elementary school within the last twenty years. The primary industry in the Kea'au area is agriculture. Since the demise of sugar plantations, the agricultural community has been in transition, developing flower nurseries, fruit, vegetable and ginger root farming. The school's participation rate in the free and reduced lunch program reflects the continued economic hardships experienced in the community.

Kea'au Middle School is currently servicing approximately 750 students, where over 86% of the student population qualify for free or reduced lunch. With a disadvantaged population this high, KMS is identified as a Title I school and receives federal resources to support students with their academic performance.

Approximately 70% of the teachers have worked at KMS for five or more years and have an average of 14 years of experience. Kea'au Middle faculty is comprised of 50 classroom teachers

### Kea'au Middle School HDOE/ACS WASC Self-Study Report

of which 44 are highly qualified. In addition, the certificated staff includes four counselors, an academic coach, school-wide coordinator, student services coordinator, and registrar.

#### Community Profile

Kea'au Complex	Community	State of Hawaii
<b>Total Population</b>	24,991	1,360,301
<b>Percentage of population aged 5-19</b>	21.1%	18.4%
<b>Median age of population</b>	39.5	38.6
<b>Number of families</b>	5,988	313,907
<b>Median household income</b>	\$40,317	\$66,420

Source: 2010 Census Data - School Status and Improvement Report SY 2017-2018

#### STUDENTS

##### Year End Enrollment

Prior to the current school year, student enrollment remained relatively steady at about 720. At the start of this school year, there was an increase of about 30 students from last year.

	2016-2017	2017-2018	2018-2019	2019-2020 As of 9-11-19
<b>Total</b>	724	714	724	755
<b>Grade 6</b>	220 (30.4%)	220 (30.8%)	248 (34.3%)	243 (32.2%)
<b>Grade 7</b>	250 (34.5%)	224 (31.4%)	239 (33%)	259 (34.3%)
<b>Grade 8</b>	254 (35.1%)	270 (37.9%)	237 (32.7%)	253 (33.5%)

Sources: LDS Sep 2019

### Kea'au Middle School HDOE/ACS WASC Self-Study Report

Student data show a higher male enrollment over the past three years. Enrollment for males has fluctuated between 51% and 54% of the total school population.

<b>Gender</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Males</b>	54.1%	51.3%	52.9%	54.4%
<b>Females</b>	45.9%	48.7%	41.1%	45.6%

Source: LDS Sep 2019

In years past, the two highest populations of ethnicities have been Pacific Islander (e.g. Native Hawaiian, Micronesian, etc.) and Asian (e.g. Filipino); however, in recent years, an increasing number of families are identifying as Hispanic. This and last school year, Pacific Islander and Hispanic have been the two highest populations.

<b>Ethnicity Percentages</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>American Indian/ Alaskan Native</b>	1.4%	1.3%	1.1%	0.5%
<b>Asian</b>	19.9%	19.6%	16.2%	13.3%
<b>Black</b>	0.8%	1.1%	0.7%	0.3%
<b>Hispanic</b>	13.9%	17.8%	22.5%	28.1%
<b>Pacific Islander</b>	42.3%	41.0%	36.1%	30.3%
<b>White</b>	12.4%	11.3%	9.7%	10.9%
<b>Multiple</b>	5.5%	8.3%	13.8%	16.7%

Source: LDS Sep 2019

Prior to the 2017-18 school year, approximately 86% of the student population were considered to be economically disadvantaged, based on their qualification for free/reduced meals. Since then, there has not been accurate data to reflect the actual percentage of economically disadvantaged students as KMS has participated in the Community Eligibility Provision (CEP) program that provides free meals and bus service to all students enrolled. Therefore, it has

### Kea'au Middle School HDOE/ACS WASC Self-Study Report

eliminated the need for parents to apply for free/reduced meals and a way to keep track of that percentage. As a school that has well over the 47% eligibility cutoff, KMS qualifies as a Title I school and has received federal funding to help support students achieve proficiency in the rigorous state standards.

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Free/Reduced Lunch</b>	86.2%	92.1%	95.7%	94.4%

Source: Title I Eligibility Data by Complex Area Report Sep 2019

KMS addresses the needs of their diverse student population with a range of services aligned to differentiated levels of support. Students who show accelerated capabilities in ELA, math, science or social studies have an opportunity to be enrolled in honors courses.

There was a significant increase in the number of students enrolled in honors math in SY 2018-19 as there was only one 8<sup>th</sup> grade honors course prior to that year. Although teaming started in SY 2016-17, which allowed an additional honors section to be offered in each grade level, there was a delay in opening the second section of grade 8 math (Algebra I). Math teachers felt that students would not be prepared to enter an Algebra I class if they were only exposed to grade 7 math in the prior year. Therefore, in SY 2016-17, the school identified 6<sup>th</sup> grade students for the second honors math section that would eventually enroll in the algebra class in SY 2018-19 and introduce them to curriculum one grade level above, like their peers on the other team.

Starting last school year (2018-19), honors classes were eliminated in grade 6 for ELA, science and social studies due to scheduling constraints and properly identifying students for those courses.

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Honors ELA</b>	120 (16.6%)	121 (16.9%)	74 (10.2%)	86 (11.4%)
<b>Honors Math</b>	86 (11.9%)	98 (13.7%)	120 (16.6%)	124 (16.4%)
<b>Honors Science</b>	151 (20.9%)	138 (19.3%)	82 (11.3%)	96 (12.7%)
<b>Honors Social Studies</b>	132 (18.2%)	130 (18.2%)	83 (11.5%)	90 (11.9%)

Source: Infinite Campus Sep 2019

## Kea'au Middle School HDOE/ACS WASC Self-Study Report

Depending upon the need, students who are not able to meet the requirements of the general education curriculum have the following services available:

**ELL-** The English Learners (EL), Program provides support to students whose first or native language is not English (i.e. national origin language minority students) so that they can obtain the maximum benefit from the educational experiences and opportunities provided in Hawai'i's public schools. ELL has recently increased from 3% to 6% with the last two school years which may indicate a need for additional support.

**SPED-** Special Education provides specially designed instruction to meet the unique learning needs of students who require Individualized Education Programs (IEPs). Special education services may be delivered in a variety of settings based on the student's academic, social, and/or emotional needs.

**504** – Section 504 prohibits discrimination based on disability in education programs or activities that receive federal financial assistance. Students receive counseling services through school based behavioral specialists (SBBH) and other supports as necessary. Identified 504 students has increased from the previous year from 2.9% to 3.7%.

**Remedial Math & Reading** – Reading and math workshop elective classes were created in SY 2015-16 to help the lowest achieving students improve their basic reading and math skills. The workshop elective class takes the place of a regular elective class for these students. Placement into the workshop elective was based on students' most recent Smarter Balanced Assessment scores. Reading and math tutoring are also available to struggling students with low skills for those that participate in the UpLINK after-school program.

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Special Education (SPED)</b>	95 (13.4%)	101 (14.1%)	100 (13.8%)	103 (13.6%)
<b>504</b>	21 (3%)	24 (3.4%)	21 (2.9%)	28 (3.7%)
<b>English Language Learners (ELL)</b>	36 (5.1%)	17 (2.4%)	22 (3%)	45 (6%)
<b>Reading or Math Workshop</b>	98 (13.9%)	150 (21%)	151 (20.9%)	115 (15.2%)

Source: Infinite Campus Sep 2019

AVID stands for Advancement Via Individual Determination. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

## Kea'au Middle School HDOE/ACS WASC Self-Study Report

AVID is an academic program that focuses on writing as a tool of learning, the inquiry method, collaborative teamwork, organization and reading. AVID students are enrolled in a rigorous college preparatory curriculum as well as an AVID elective class that provides academic instruction, tutorial support, and motivational activities.

AVID's objectives are:

1. To provide academic instruction and other support to prepare students for success in high school.
2. To motivate and equip students to see themselves as successful college students.
3. To increase levels of career awareness and opportunities.
4. To develop leadership skills

AVID at KMS began in SY 2012-13 with one class of thirteen 8<sup>th</sup> graders. Since then, the number of classes has increased to provide more students the opportunity to enroll in the class.

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>AVID Enrollment</b>	86	86	94	90

Source: Infinite Campus Sep 2019

### Attendance

Attendance at the school has been slightly increasing but still remains below the state standard of 95%. From 2017 to 2019, there has been a steady decline (27% to 22%) in the number of students who missed 15 or more days of school. For all 3 years, KMS has been lower than the Complex Area average.

<b>School Year</b>	<b>Average Daily Attendance</b>
<b>2016-2017</b>	91.6%
<b>2017-2018</b>	91.8%
<b>2018-2019</b>	92.3%
<b>2019-2020 (Sep 2019)</b>	94.5%

Source: Longitudinal Data System/eCSSS Sep 2019

### Discipline



### Kea'au Middle School HDOE/ACS WASC Self-Study Report

Data documented in the eCSSS reflect that the number of discipline incidents have fluctuated from year to year. In the table below, the numbers of incidents are reflected by the total number for the year. Insubordination, disrespect/non-compliance, and disruption have been the highest reasons for referrals for the past three years. Student suspensions have decreased every year since the 2016-17 school year.

School Year	# of Incidents	# of Students Contributing to the Incidents	# of Repeat Offenders	Top 3 Problem Behaviors	# of Suspensions
<b>2016-17</b>	1045	302 (43.27%)	199 (28.51%)	1) D: Disruption 2) C: Insubordination 3) D: Disrespect/Non-compliance	353
<b>2017-18</b>	913	265 (38.02%)	171 (24.53%)	1) C: Insubordination 2) D: Disruption 3) B: Disorderly Conduct	264
<b>2018-19</b>	642	264 (37.08%)	135 (18.96%)	1) C: Insubordination 2) D: Disruption 3) B: Disorderly Conduct	200
<b>2019-20</b> As of 9-11-19)	34	34 (4.5%)	4 (0.53%)	1) C: Insubordination 2) B: Harassment 3) B: Disorderly Conduct	16

Source: eCSSS Sep 2019

### General Learner Outcomes

Starting in school year 2015-16, ho'okele (record room) teachers began to assess students on their demonstration of the GLOs using a rubric created by the academic coaches. Teachers then started to have their students complete GLO journal reflections to demonstrate how the Second Steps (social-emotional learning) lessons connect with a GLO. This was completed on a weekly basis. At the end of last school year, team representatives reported their percentages and the school had an average of about 88% of students able to make connections between the GLOs and Second Steps lessons. This school year, students complete GLOs journal reflections at the end of each Second Steps unit, at the least. Data are now reported quarterly at the Kea'au Middle

### Kea'au Middle School HDOE/ACS WASC Self-Study Report

Academic Review Team (KMART) progress monitoring meetings. For quarter 1, results are as follows:

Percentage of students able to connect the GLOs to lessons from Second Steps

Team	Percentage
6 Gold	77%
6 Green	79%
7 Gold	83%
7 Green	84%
8 Gold	86%
8 Green	Data not reported

### STAFF

Majority of the faculty and staff at Kea'au Middle has remained consistent over the past 10 years. The percentage of certificated staff turnover is about 6%-8% each year. Almost 50% of the current teachers have been at the school for 10 or more years.

In the past three years, about 3-5 teaching positions remained vacant, with a substitute teacher filling those positions for the duration of the school year. There was either no certified teachers available or those that did interview were not selected for various reasons. Fortunately, the substitute teachers that have taken on long-term positions have been very familiar with the school and many of the students. This school year, KMS has six positions filled by non-Hawaii qualified teachers.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		47.0
Regular Instruction, FTE	76.5%	36.0
Special Instruction, FTE	19.1%	9.0
Supplemental Instruction, FTE	4.2%	2.0

Teacher headcount	47
Teachers with 5 or more years at this school	31
Teachers' average years of experience	14.9
Teachers with advanced degrees	16

#### Professional Teacher Credentials

Fully licensed	95.7%	45
Emergency hires	4.2%	2

#### Students per Teaching Staff \*

Regular Instruction	16.9
Special Instruction	9.8

\* These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE *	5.0
Librarians, FTE	0.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	2

\* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		48.0
Regular Instruction, FTE	72.9%	35.0
Special Instruction, FTE	20.8%	10.0
Supplemental Instruction, FTE	6.2%	3.0

Teacher headcount	48
Teachers with 5 or more years at this school	31
Teachers' average years of experience	16.3
Teachers with advanced degrees	15

#### Professional Teacher Credentials

Fully licensed	97.9%	47
Emergency hires	2.0%	1

#### Students per Teaching Staff \*

Regular Instruction	17.1
Special Instruction	9.8

\* These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE *	6.0
Librarians, FTE	0.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1

\* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)<sup>1</sup></b>		46.0
Regular Instruction, FTE	73.9%	34.0
Special Instruction, FTE	21.7%	10.0
Supplemental Instruction, FTE	4.3%	2.0
Teacher headcount		46
Teachers with 5 or more years at this school		29
Teachers' average years of experience		16.4
Teachers with advanced degrees		16

#### Professional Teacher Credentials<sup>1</sup>

Fully licensed	97.8%	45
Emergency hires	2.1%	1

<sup>1</sup> Totals may not equal 100% due to rounding.  
Professional Teacher Credentials are based on teacher headcount number.

#### Students per Teaching Staff<sup>2</sup>

Regular Instruction	18.0
Special Instruction	9.7

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE <sup>3</sup>	6.0
Librarians, FTE	0.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	1

<sup>3</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

## STUDENT PERFORMANCE DATA

### Strive HI

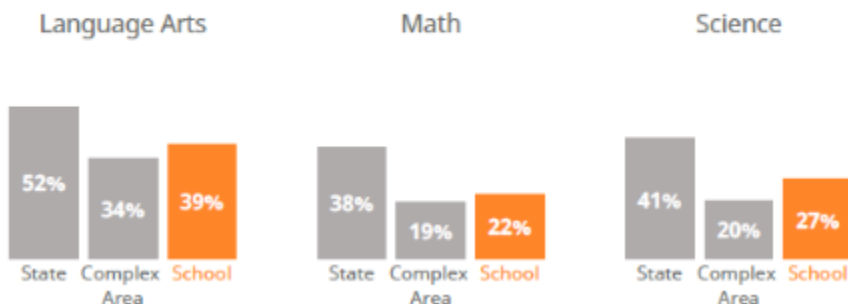
According to the 2019 Strive HI report, KMS students performed slightly higher in comparison to the Complex Area in all tested subjects; language arts, math, and science. However, when compared with the State, students' performance averages were lower. Between 2017 to 2019, proficiency scores fluctuate within 3 percentage points, "flat" data.

From 2018 - 2019, language arts growth (MGP) increased from 46 to 50 in the Smarter Balanced Assessment. Math stayed the same at 40.



### How are students performing compared to others?

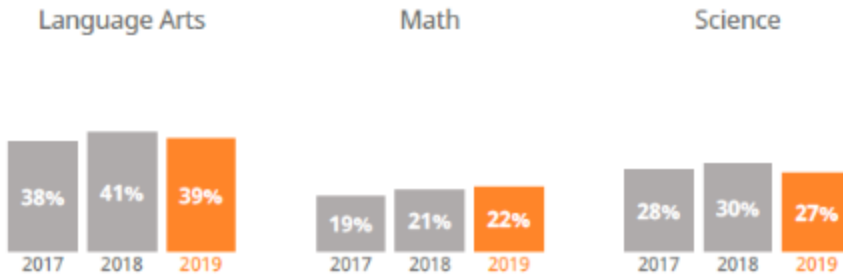
Compares the percent of students meeting the standard/who are proficient on state assessments.





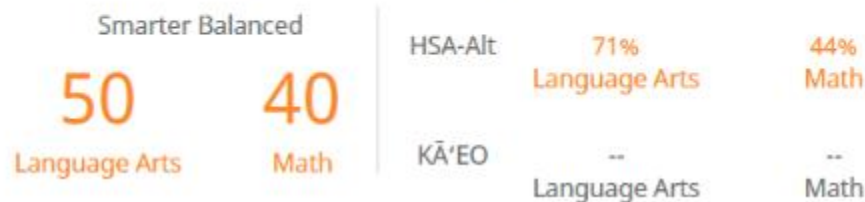
## How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



## How are students' academic progress measured?

The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.



### Renaissance Learning – STAR Assessment

The STAR Assessment is administered to students every month in reading and math. Administration reviews the data to see how students are progressing and how they are likely to perform on the Smarter Balanced Assessment at the end of the school year. In addition, some teachers use the information to inform their instruction and monitor student progress on the Common Core standards.

#### STAR Assessment 2018-19

##### Reading

Grade	August	September	October	November	December	January	February
6	28	26	23	26	26	32	27
7	27	24	29	33	29	31	39
8	33	32	30	35	36	36	38

\*Percent at level 3 or higher (from month to month: red – decrease, green – increase)

##### Math

Grade	August	September	October	November	December	January	February
6	14	17	26	22	23	19	24
7	17	12	15	21	22	15	19
8	15	17	19	17	10	17	19

\*Percent at level 3 or higher

### Kea'au Middle School HDOE/ACS WASC Self-Study Report

Overall there was very little improvement in the percentage of students at level 3 or higher (proficient) from the beginning of the year to the end of the year. There were several instances where there was a decrease in performance for certain months, in both reading and math.

So far this school year, the percentage of students considered “proficient” in each grade level is higher than the same time last school year for both reading and math. Students in grades 6 and 7 have slowly increased the number of students scoring at a level 3 or higher in math each month.

2019-2020

Reading

Grade	August	September	October	November
6	21%	28%	24%	24%
7	33%	30%	33%	28%
8	34%	33%	39%	37%

\*Percent at level 3 or higher

Math

Grade	August	September	October	November
6	18%	19%	29%	29%
7	17%	19%	20%	20%
8	18%	17%	25%	20%

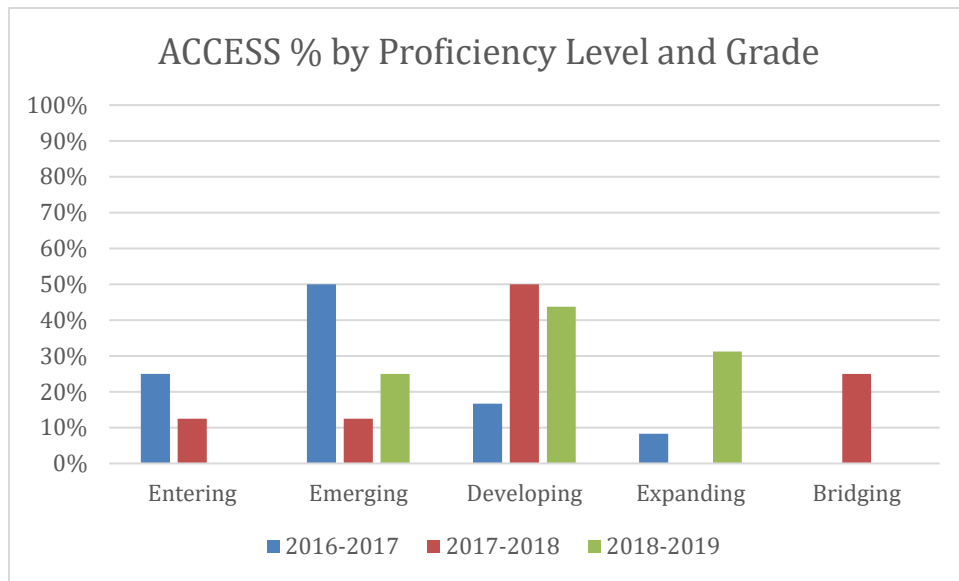
\*Percent at level 3 or higher

### WIDA

Academic performance of English learner (EL) identified students has been inconsistent for the past few years. However, non-English proficient (NEP) identified students in grades 7 and 8 are enrolled in an ELA course designed for ELs, using an English Language Development curriculum. In addition, they have an EL elective course that supports their language development and course work for their other content area classes. Other identified EL students may also be enrolled in the EL elective course, depending on need. For 6th grade EL students, they receive “push-in” services where the EL teacher, educational assistant, or para-professional tutor provide support in the general education setting. They are also all enrolled in the elective EL course.

	2016-2017	2017-2018	2018-2019
On-track to English language proficiency	4%	25%	13%

Source: Strive HI School Performance Report



## **PERCEPTION DATA**

### **School Quality Survey (SQS)**

Data from the 2017 survey and the 2019 survey show a 13% point decrease in student's overall perception of safety. Teacher's perception changed the least in the last three years. Well-being data collection has changed from the SQS survey in 2017 to Tripod in 2018 and 2019.

According to a three-year analysis of the SQS, parents are increasingly satisfied (75-78%) with the education their child is receiving. At the same time, teachers are hovering around 50%. The survey also reflects that parents are increasingly disconnected from the school community. There was about a 22-percentage point drop in involvement/ engagement between 2017 and 2018, but a two percent increase between 2018 and 2019. Noteworthy is the number of parents who participated in each one of these surveys. Between 2017 and 2018, the number of parents who responded doubled, however parent return in 2017 was 13.6% and in 2018, it was 19.1%. In 2019, 23.5% of parents submitted survey responses and 92% of teachers completed the survey.

2017

SQS Summary Table

Dimension	Group		Percent (%) Response			
			Average (7-1)	Positive (> 4.0)	Neutral (= 4.0)	Negative (< 4.0)
A. Safety	Students	7th, 8th grades	5.2	71%	20%	8.9%
	Parents		4.9	66.9%	20.3%	12.6%
	Teachers		4.6	61.3%	19.5%	19.1%
B. Well-Being	Students	7th, 8th grades	5.2	70.2%	18.6%	11.1%
	Parents		5.5	82.6%	11.7%	5.6%
	Teachers		4.6	59.3%	18.1%	22.4%
C. Satisfaction	Students	7th, 8th grades	5.3	75%	18.9%	5.9%
	Parents		5.2	74.9%	17.3%	7.7%
	Teachers		4.4	51.4%	23.4%	25.1%
D. Involvement/Engagement	Students	7th, 8th grades	4.9	60.7%	26.6%	12.6%
	Parents		5.2	74.8%	15.8%	9.2%
	Teachers		4.3	50.8%	25.2%	23.9%

2018

SQS Summary Table

Dimension	Group		Percent (%) Response			
			Average (5-1)	Positive (> 3.0)	Neutral (= 3.0)	Negative (< 3.0)
A. Safety	Students	Middle	3.6	56.8%	27.5%	15.6%
	Parents		3.6	62.2%	24.5%	13.1%
	Teachers		3.6	64.9%	22.9%	12%
B. Well-Being	Students	Middle	--	--	--	--
	Parents		3.9	76.3%	18.4%	5.1%
	Teachers		3.7	62.8%	25.1%	12%
C. Satisfaction	Students	Middle	--	--	--	--
	Parents		3.9	75.7%	18.2%	5.9%
	Teachers		3.4	54.5%	27%	18.3%
D. Involvement/Engagement	Students	Middle	--	--	--	--
	Parents		3.5	56%	27.8%	16%
	Teachers		3.4	54.3%	26%	19.5%



2019

**SQS Summary Table**

Dimension	Group		Percent (%) Response			
			Average (5-1)	Positive (> 3.0)	Neutral (= 3.0)	Negative (< 3.0)
<b>A. Safety</b>	Students	Middle	3.6	58.5%	26.2%	15.2%
	Parents		3.7	68.1%	20.4%	11.5%
	Teachers		3.6	59.6%	26.1%	14.1%
<b>B. Well-Being</b>	Students	Middle	--	--	--	--
	Parents		4.0	78.7%	16%	5.1%
	Teachers		3.5	59.7%	20.6%	19.5%
<b>C. Satisfaction</b>	Students	Middle	--	--	--	--
	Parents		4.0	78%	17.1%	4.8%
	Teachers		3.3	52.8%	24.8%	22.2%
<b>D. Involvement/Engagement</b>	Students	Middle	--	--	--	--
	Parents		3.6	58.9%	25.6%	15.3%
	Teachers		3.2	46.9%	23.4%	29.5%

**Tripod**

Of the 7 C's the area of greatest growth has been Challenge. Otherwise scores have maintained within a few percentage points. The highest percentage is under Consolidate with teachers asking questions to make sure students are following along. Overall, the lowest category is Class management which coincidentally also contains the highest amount of negativity worded items.

**Percentage of Favorable Ratings**

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Care	67%	69%	66%
Confer	61%	63%	62%
Captivate	63%	64%	60%
Clarify	70%	71%	68%
Consolidate	71%	74%	71%
Challenge	72%	71%	73%
Classroom Management	46%	49%	48%
Overall	<b>64%</b>	<b>66%</b>	<b>64%</b>

### **Safety Conditions, Cleanliness, and Adequacy of School Facilities**

KMS currently employs four full-time security guards who monitor students during non-instructional time and are trained to handle situations when students are involved in physical altercations. In addition, a school resource officer from the Hawaii Police Department is placed at KMS to help support school safety on campus.

The school holds various safety drills which include earthquake, full campus evacuation, fire, lock-down, and shelter-in-place. The facilities are inspected annually by fire marshals and continually by the head custodian. Important information is disseminated to families via SynreVoice (an automated phone notification service) and parent newsletters/bulletin boards.

Based on the 2019 School Quality Survey (SQS) results, 63.1% of teachers, 57.1% of students, and 67.7% of parents that completed the survey agreed that the school grounds and facilities are safe. Note: In all three survey results (teacher, student, and parent), majority of the remaining percentages fell in the “neutral” category, as opposed to “disagree” or “strongly disagree”). The grounds and facilities are maintained by custodial staff and classroom cleaners.

Campus buildings currently include the following: classrooms, a cafeteria, library (public/state), administration, industrial arts, music, gymnasium, and a newly completed science building. Other facilities include four basketball play areas, two tennis courts, and a greenhouse. All classrooms are equipped with wireless access points. In 2014, campus-wide renovations included new flooring, painting, replacement of chalkboards with whiteboards, replacement of lighting fixtures, upgrading of louvers, door and cabinet locks, bulletin boards and wheelchair accessible ramps.

### **SUMMARY**

Implications of the data – School data implies that despite programs and student supports in place, discipline incidents decreasing, and the average daily attendance increasing each year; achievement is still lacking. Hunches to low academic achievement and growth are identified in the major preliminary needs listed below:

1. Increase trauma informed practices and support for students
2. Increase individualized support for SpEd and EL identified students

Important questions raised by analysis of data –

1. How does KMS address student proficiency and growth in reading, math, and science?
2. Are the enabling activities currently in the Academic Plan addressing students’ needs and supporting them in being proficient in reading, math, and science; and making growth?

## 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

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

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school's purpose is defined further by academic standards, General Learner Outcomes (GLOs), and the school's Academic Plan.

#### Vision, Mission, General Learner Outcomes, Profile, Academic Plan

**A1.1. Indicator:** The school has established a clear, coherent vision and mission, and General Learner Outcomes; 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.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's vision, mission, and Academic Plan has been impacted by pertinent student/community profile data, identified global competencies, current educational research and a belief that all students can learn.*

Findings	Supporting Evidence
Effective Kea'au Middle School's (KMS) vision and mission has been adapted twice since the last full self-study. In 2017, faculty members were tasked with reviewing the current vision and mission statement. Taking into consideration the student population and community it serves, they incorporated	Kea'au Middle School Vision and Mission Statements

global competencies and current educational research. The faculty decided to include their core beliefs to help guide their work at KMS. In 2019, the vision and mission were once again reviewed and modified to be succinct and easy to remember, while still representing a common belief that Kea'au Middle School is a place for all to excel.	
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### Development/Refinement of Vision, Mission, General Learner Outcomes, and Academic Plan

**A1.2. Indicator:** 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.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that ensure involvement of the entire school community in the development/refinement/regular review and revision of the vision and mission, General Learner Outcomes, and the school's Academic Plan.*

Findings	Supporting Evidence
Somewhat Effective For the school vision and mission, GLOs, and Academic Plan (AP), usually the school leadership team develops or initiates the refinement of school documents and then provides opportunities for the entire school community to provide input and feedback. In some cases, like the school vision and mission, it is developed by the faculty but just shared with parents/community (e.g. School Community Council).	SCC Meeting Minutes KMART Meeting Minutes

### Understanding of Vision, Mission, General Learner Outcomes, and Academic Plan

**A1.3. Indicator:** 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.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, General Learner Outcomes, and the Academic Plan.*

Findings	Supporting Evidence
<p>Somewhat Effective</p> <p>Kea'au Middle provides opportunities for parents and the school community to learn about the school, initiatives, and programs at monthly school community council (SCC) meetings and provides school documents online at the school website. Reminders and promotional posters and banners of GLOs and the school's vision and mission are posted throughout the school common areas and classrooms.</p>	<p>SCC Meeting Minutes</p> <p>KMS Website</p>

## A2. Governance Criterion

The school's program and operations are in alignment with the 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.

Understanding the Role of the Governing Authority (BOE, DOE State and Complex Area and School)

**A2.1. Indicator:** The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.1. Prompt:** *To what degree does the school community understand the governing authority's role, including how stakeholders can be involved?*

Findings	Supporting Evidence
<p>Somewhat Effective</p> <p>Most faculty and staff members understand the governing authority's role; however, many parents may not know the difference between each level.</p> <p>KMS seeks out parent stakeholders to be involved in partnering with the school in helping to provide feedback/input for school improvement. It continues to be a challenge to engage parents, who are not on formal councils or PTSA, in the process of developing school improvement plans and activities.</p>	<p>Beginning of year parent survey</p>

## Relationship Between the Governing Authority and School

**A2.2. Indicator:** The school's stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.

**A2.2. Prompt:** *Provide examples of how stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.*

Findings	Supporting Evidence
<p>Effective</p> <p>Faculty and staff are apprised of the DOE State initiatives and directives at the beginning of the school year opening meeting and through the opening of the year packets distributed annually. They understand that the State provides direction and goals for schools and the Complex Area provides support to the school in attaining those goals.</p> <p>The SCC members are educated on the State's initiatives and goals, title I, and current academic and safety performance of the school. They review the academic plan annually and is given an opportunity for input, questions and revision.</p>	<p>Certificated, Classified, and Casual Staff</p> <p>Opening Year Handouts</p> <p>Opening of the Year Packet</p> <p>SCC Meeting Minutes</p>

Faculty, Staff, and Governing Authority

**A2.3. Indicator:** There is a clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

**A2.3. Prompt:** *To what degree is there a clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff?*

Findings	Supporting Evidence
<p>Effective</p> <p>Expectations stemming from the State's initiatives and direction are presented to the staff at the opening of the year meeting. The responsibilities of the faculty and staff are assessed frequently by administration to monitor progress and fidelity of the implementation of expected actions.</p>	<p>Certificated, Classified, and Casual Staff</p> <p>Opening Year Handouts</p> <p>Administration Classroom Visitation Data</p>

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

Based on 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.

**Broad-Based and Collaborative Planning Process**

**A3.1. Indicator:** The school's planning process is broad-based, collaborative, and is a continuous improvement cycle that fosters the commitment of the stakeholders, including the staff, students, and parents to determine and implement school improvement strategies and actions, and monitors results.

**A3.1. Prompt:** *Comment on the effectiveness of the school improvement planning process to ensure that it fosters the commitment of the stakeholders, including the staff, students, and parents to determine and implement school improvement strategies and actions, and monitors results.*

Findings	Supporting Evidence
Somewhat Effective Kea'au Middle involves administration and representatives of certificated staff in the school improvement planning process; however, including other stakeholders (students and parents) continues to be a challenge. Monthly school community council (SCC) meetings do occur; however, only one or two representatives from each stakeholder group (parent, community, student) attend.	KMART Progress Monitoring Minutes SCC Meeting Minutes

**Correlation between Student Learning and the Academic Plan**

**A3.2. Indicator:** The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's Academic Plan.

**A3.2. Prompt:** *How does the school ensure that the analysis of multiple sources of data, General Learner Outcomes, and academic standards are incorporated into the Academic Plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
Effective Kea'au Middle School's Academic Plan is derived from a Comprehensive Needs Assessment (CNA). In 2016, the school leadership team utilized a problem-solving	CNA Academic Plan

process adapted from Victoria Bernhardt to complete the CNA. The team analyzed Strive HI and school level assessment data to determine “problems” and possible reasons. This led to specifying implications to address and school initiatives to implement. Since then, this particular CNA has been the base of each AP thereafter, with a few newly identified need areas added each year.	
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### Progress Monitoring of the Academic Plan

**A3.3. Indicator:** The school’s Leadership Team/Academic Reflection Team has defined roles and responsibilities and monitors the progress of the implementation of the Academic Plan.

**A3.3. Prompt:** *Comment on the roles and responsibilities of the school’s Leadership Team/Academic Reflection Team. Evaluate the degree to which this team monitors the progress of the implementation of the Academic Plan.*

Findings	Supporting Evidence
<p>Effective</p> <p>The Kea’au Middle Academic Review Team (KMART) which include the principal, content area and counseling department heads, grade level representatives, academic coach, and school-wide coordinator meet monthly to progress monitor (PM) the academic plan and additional school-wide initiatives. These meetings are meant to ensure that each enabling activity of the academic plan are being implemented and fulfilling its purpose. Each KMART member is responsible for specific enabling activities in the AP and are required to provide evidence and/or data at specific PM meetings.</p>	<p>KMART PM Meeting Minutes</p>

### School Community Council

**A3.4. Indicator:** The School Community Council (SCC) reviews and monitors the Academic Plan, and provides opportunities for stakeholder input and feedback.

**A3.4. Prompt:** *To what extent does the SCC review and monitor the Academic Plan and provide opportunities for stakeholder input and feedback?*



Findings	Supporting Evidence
<p>Effective</p> <p>The SCC is presented with the AP shortly after the first draft is completed. Members are given an opportunity to provide input and feedback for leadership team consideration, and then changes are made.</p> <p>The AP is a “standing agenda” item (Principal’s report) and progress updates are given each month.</p>	<p>SCC Meeting Agenda and Minutes</p>

### Articulation Among Schools in the Complex to Address Common Areas of Needs

**A3.5 Indicator:** The school’s leadership is involved in regular articulation discussions with other schools in the Complex to support K-12 Complex to identify and address the common areas of need within the K-12 Complex.

**A3.5 Prompt:** *To what extent does the school regularly engage in articulation with other schools within the Complex? To what extent does the articulation support the identification of strategies to address common areas of need within the Complex?*

Findings	Supporting Evidence
<p>Somewhat Effective</p> <p>Administration meet with Complex Area administrators every month and are provided with time to discuss various topics (e.g. Strive HI data, discipline, school-wide initiatives, attendance, etc.). However, other faculty members meet for articulation on an inconsistent basis. A select group of sixth grade teachers have met with fifth grade teachers from one of two feeder schools and certain eighth grade content area teachers have met with ninth grade high school teachers to discuss transition needs. KMS teachers have reported that the articulation meetings have not been worthwhile to occur every year.</p> <p>Various departments and school personnel meet with feeder schools on a regular basis; the counseling department conducts quarterly PLCs, the SpEd department meets to discuss transition plans, the student activities coordinator meets quarterly to plan</p>	<p>School Calendar</p>

complex-wide activities, and school-level mentors meet to address common areas of need for new teachers.	
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#### 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.

##### Qualifications of Staff

**A4.1. Indicator:** 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.

**A4.1. Prompt:** *Evaluate the effectiveness of how the school leadership works with the state and complex personnel in the process of hiring staff to ensure all information regarding the background, preparation and training as designated by state personnel policies and procedures has been reviewed.*

Findings	Supporting Evidence
Effective Office of Talent Management Personnel Regional Officer (OTM PRO) is informed of any vacancies in classified or certificated positions. A list of qualified applicants along with an information sheet submitted by the applicant (like a resume) is sent to the school. The SASA sends out an email to the listed applicants to assess interest in interviewing for the position. Interviews are scheduled and a selection is made. Documentation of the process followed, and contacts made are recorded and sent back to OTM. The SASA works with OTM PRO's office to ensure all required clearances have been attained.	Hiring Process Documents; Applicant Interview Files

##### Maximum Use of Expertise

**A4.2. Indicator:** 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 student learning and teaching.

**A4.2. Prompt:** *Evaluate the process to assign staff members to maximize their expertise and provide an appropriate orientation process to ensure ALL staff members are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.*

Findings	Supporting Evidence
<p>Effective</p> <p>For certificated personnel, a mentor at the school is assigned for the year. The assigned mentor is a colleague who generally is in the same team or department to ensure contact is frequent. Department heads also assist in the orientation of the new teacher to the subject area and department. Teams support one another to orient new teachers to the grade level and their team. The district provides mentoring and induction activities and supports to both our mentors and mentees at the school.</p> <p>For classified employees, the department lead (cafeteria manager, SASA, SpEd department head, VPs) provides orientation and training for the position the new employee is assigned to. Each department lead provides clear expectations and role responsibilities to new employees.</p> <p>The SASA provides each new employee with the beginning of the year packet of important policies, directives, and requirements as well as required viewing of all mandatory videos prior to hire.</p> <p>Casual employees are provided with assistance and guidance by the school wide coordinator. She provides supervision, support, and the required induction activities to all casual employees. She is available throughout the year to provide any support that is needed. At the end of the year, she meets with each employee to obtain feedback on their role/position (exit interview).</p>	<p>Pae Pae Hou (committee) Minutes SASA Office Records and Protocol Beginning of the Year Packet Signature Sheet Video Viewing Signature Sheets SASA Office Records and Protocol</p>

### Defining and Understanding Policies and Procedures

**A4.3. Indicator:** 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 by administration and staff.

**A4.3. Prompt:** *Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and faculty. Determine the degree of clarity and understanding of these by administration and staff.*

Findings	Supporting Evidence
<p>Somewhat Effective</p> <p>The main office maintains a procedural binder of the responsibilities and operational practices for office staff.</p> <p>All employees have been provided with an Opening of the Year folder containing information on the school's initiatives, structure, and expectations.</p> <p>Allocation and spending (of OEC funds) request procedure and decision making is explained in the request for funding form. This request form is open to classified and certificated employees to request funding for any instructional and operational supplies, materials, resources and equipment that has not otherwise been accounted for in the financial plan. Funding requests are reviewed, and a decision is made by admin (&lt;\$2500) or voted on by the Leadership Team (&gt;\$2500).</p> <p>Written agreements in employee union contracts guide operational practices such as the bell schedule, custodial schedules, including breaks and instructional minutes. The Department's position descriptions (PDs) also provide guidance as to the responsibilities and expectations of each employee.</p> <p>Administrators publish written role responsibilities each year. The responsibility list informs staff of which administrator</p>	<p>Main Office Procedural Binder</p> <p>Opening of the Year Information Packet</p> <p>Funding Request Form</p> <p>Unit 5 and Unit 1 Contracts/Schedules</p> <p>Administrative Responsibility List</p> <p>Chain of Command</p> <p>Teacher-in-Charge List</p> <p>Disciplinary Referral Process</p>

<p>oversees a specific program, department, initiative, etc. Admin also determines a chain of command and teacher-in-charge; these are turned into the district office.</p> <p>There is a written process for submitting disciplinary referrals. The process was developed by administration and shared with the entire staff for feedback. Additionally, the process document was reviewed, and dialogue held between admin and teachers. Finally, the process will be vetted through the SCC for final confirmation.</p>	
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### Internal Communication and Planning

**A4.4. Indicator:** The school has effective structures for internal communication, planning, and resolving differences.

**A4.4. Prompt:** *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
<p>Effective</p> <p>All members of the school are assigned an email address in the school's domain (including students, teachers, support staff, casual employees) and in the DOE's domain (all employees). The two G-suites provide an extensive array of applications to support communication between staff, students, parents and others in the department. Staff are required to monitor their DOE domain Gmail accounts as the primary email.</p> <p>The school faculty is organized into departments and teams. Departments meet in PLC groups to conduct data team activities, share practices, and complete other professional duties. Teachers attend PLCs twice per week (one 45 min block, one 88-minute block). The Special Education department and Elective department meets as a department one time a month for</p>	<p>G-Suite in k12.hi.us Domain G-Suite in keaaumiddle Domain Team List Team Minutes PLC Minutes KMART Minutes Leadership Agreements and Expectations APC Minutes</p>

communication and business that is specific to those departments.

Teams are made up of same grade level teachers: one from each core subject (ELA, math, social studies, science) and elective teachers. There is a green team and gold team in each grade level. Special education teachers are on gold teams. Teams are responsible for planning Interdisciplinary Units (IDUs), common practices and expectations, incentive activities, etc. Team time is provided at least one time per week after school for 50 minutes.

Co-teachers are provided with common PLCs and a common prep each week for planning purposes.

School wide planning is conducted at KMART meetings with the Leadership team. The Leadership plans out events that are schoolwide such as Parent Teacher Conferences, Open House, PLC activities or requirements, Professional Development activities, etc. Leadership also collects and analyzes data relevant to the enabling activities of the academic plan to monitor progress.

There is a communication flow from the KMART Leadership team to departments and grade level teams, and vice versa back to the KMART team. The KMART team is made up of department heads and/or a team rep; each team/department is represented at KMART/Progress Monitoring meetings. Differences in opinions may be addressed at KMART meetings. There is an agreement in writing in which what is said in KMART discussions and who said it, are not shared outside of the meeting room, and is not documented in meeting minutes. Members are not allowed to take their own minutes

<p>and share it in real time during the meeting. This provides a safe environment for honest conversations. Final KMART minutes and outcomes of discussion are open to all staff for viewing within 2 business days.</p> <p>APC meetings are held monthly with administration and APC members. The meeting is used to dialogue on contractual issues.</p>	
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### Consistency in the Implementation of Schoolwide Programs, Initiatives, and Practices

**A4.5. Indicator:** Schoolwide programs, initiatives, and practices are regularly and consistently implemented by all staff.

**A4.5. Prompt:** *To what extent do all staff regularly and consistently implement schoolwide programs, initiatives, and practices? What processes are in place to ensure consistency of implementation?*

Findings	Supporting Evidence
<p>Somewhat Effective</p> <p>Majority of staff regularly and consistently implement school-wide programs, initiatives, and practices. At the monthly PM meetings, the KMART members report implementation data on the literacy and math initiatives that are to be implemented school-wide by the certificated staff. The administrative days at the beginning of the year are used to review teacher expectations and school-wide initiatives to be implemented. Faculty meeting time is sometimes used to reiterate expectations and support teachers with implementation.</p> <p>Educational assistants and other classified staff participate in an opening school year meeting like teachers where policies and procedures are addressed. Administration meets with the classified department heads monthly and discusses ways to improve the performance of their staff if necessary.</p>	<p>PM Data Collection (Google sheet)</p>

**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.

**Support of Professional Development**

**A5.1. Indicator:** 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.

**A5.1. Prompt:** *How effective is the support of professional development/learning with time, personnel, materials, and fiscal resources to facilitate all students achieving the General Learner outcomes and academic standards? Provide evidence and examples.*

Findings	Supporting Evidence
<p>Effective</p> <p>For over the past six years, professional learning communities (PLCs) have been embedded in the school day schedule. This year, each content area department meets twice a week (45 minutes on Mondays and 80-85 minutes on Tuesdays or Wednesdays). Teachers participate in a data cycle process and discuss strategies that they have implemented and plan to incorporate into their lessons. In addition, after school meeting time is also sometimes dedicated to teacher professional development; for example: trauma informed practices, brain research, instructional habits (8 times this school year), and mathematical practices. There are also multiple opportunities for teachers to participate in other professional development that support the middle school concept and are aligned with the school Academic Plan. For the past five years, KMS has sent a group of teachers and administrators to the Association of Middle Level Education (AMLE) national conference and the Advancement Via Individual Determination (AVID) conference to learn strategies that support all aspects of adolescent learners.</p>	<p>Academic Plan Financial Plan Master Schedule Teacher PD Log</p>



## Data Driven Professional Development

**A5.2. Indicator:** The school uses an effective data analysis process to determine professional development/learning needs.

**A5.2. Prompt:** *How effective is the school's data analysis process to determine professional development/learning needs?*

Findings	Supporting Evidence
<p>Effective</p> <p>Professional development needs have been identified through the completion of the CNA. In 2016, the school leadership adapted Victoria Bernhardt's problem-solving process to complete the CNA. The process helped to identify root causes and possible implications for low academic achievement. This led the team to identify ways to address each implication; one of which was professional development for teachers. Since the Academic Plan was part of a three-year plan, two to three additional implications were identified based on Strive HI data, rather than doing the entire problem-solving process in its entirety each year. Both administration and teachers agree that the CNA process has been very useful in identifying professional development needs for teachers.</p>	<p>Comprehensive Needs Assessment</p>

## Accountability and Evaluation

**A5.3. Indicator:** The school implements effective support strategies and accountability processes in order to promote professional growth of staff.

**A5.3. Prompt:** *How effective are the school's support strategies and accountability procedures to promote professional growth of staff?*

Findings	Supporting Evidence
<p>Effective</p> <p>Teachers have multiple opportunities that promote professional growth. There is embedded time within the school day for teachers to participate in professional learning communities (PLCs) where they discuss and share instructional strategies. Professional development is also</p>	<p>Master Schedule KMS Google Calendar Teacher PD Log</p>

<p>incorporated in after school faculty and grade level team meetings. In addition, administration shares opportunities for teachers to attend training or workshops that support the school AP, middle school concept, or school initiatives. Teachers are also welcomed to seek out PD on their own and request funding support.</p> <p>For PD that require travel off-island, the principal has been keeping a record of workshops/trainings and the teachers that have attended. This has helped to encourage those that have not attended specific workshops/training and refrain from ones attending multiple times. For out-of-state travel, participants are required to complete a Travel Log that lists all out-of-state travel within the past year and the same PD opportunity within the past five years.</p>	
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### Measurable Effect of Professional Development

**A5.4. Indicator:** There are effective operating processes that determine the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A5.4. Prompt:** *Comment on the effectiveness of the processes in determining the measurable effect of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
<p>Somewhat Effective</p> <p>Measuring the effect of professional development on teacher practice does not happen consistently. Administrators have conducted non-evaluative class visits to look for implementation of instructional practices introduced at a recent training or workshop. Sometimes teachers are asked to present ideas or strategies from training/workshops they have attended at faculty meetings as well.</p> <p>When analyzing the effect of teacher professional development on student performance, standardized assessment data</p>	<p>Progress Monitoring Meeting Minutes</p>

do not reflect effectiveness. However, teachers informally share, at their professional learning communities (PLCs) or team meetings, the successes they have had with implementing strategies they have learned. At the monthly progress monitoring meetings, the content area department heads are responsible for submitting implementation data on professional development activities that take place in the PLCs (academic vocabulary and AVID/best practices).	
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## 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.

### Allocation Decisions

**A6.1. Indicator:** Decisions about resource allocations are aligned with the school's vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan.

**A6.1. Prompt:** *To what extent are resources allocated to meet the school's vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan?*

Findings	Supporting Evidence
<p>Effective</p> <p>Kea'au Middle has been fortunate in recent years to have full control of school funds to meet the school's vision, mission, GLOs, and AP. In years past, a large sum of money was allocated to restructuring providers which limited the resources that the school may have wanted to use in other ways. Student needs are the priority when funds, personnel resources, and materials are allocated. Fortunately, KMS has been able to provide students and teachers with a variety of resources (personnel support, materials, professional development, etc.) that encourage rich and rigorous learning experiences.</p>	<p>Financial Plan</p> <p>Academic Plan</p>

**Allocation Involvement**

**A6.2. Indicator:** The school leadership and staff are involved in the resource allocation decisions.

**A6.2. Prompt:** *Comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Effective</p> <p>In years past, administration would present the KMART with large expenditures (personnel positions, programs, etc.) being proposed for purchase so a discussion could take place. This school year, a Funding Request Form was created for all staff members to request funds. Anyone completing a request must include the reason for the request that align with and support the school vision - Kahi Pākela and the AP. The administrative team meets weekly and reviews proposals less than \$2,500 and ones over \$2,500 are discussed at KMART meetings every month for approval.</p>	<p>KMART Meeting Minutes</p> <p>Funding Request Form Documents</p>

**Practices**

**A6.3. Indicator:** 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.

**A6.3. Prompt:** *Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.*

Findings	Supporting Evidence
<p>Effective</p> <p>The account clerk has been key in ensuring that proper fiscal procedures are in place and followed. Moreover, implementing changes made at the State level as soon as they occur. Once funds are allocated, based on the Academic Plan and operating budget, expenditure plans are completed. All</p>	<p>Expenditure Plans</p> <p>Purchase Orders</p>

purchase orders need to be in alignment with an expenditure plan and must be submitted to a department head or school-wide coordinator with the proper forms and/or documents for review. It is then approved by an administrator before it is processed by the account clerk.	
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### Well-Qualified Personnel

**A6.4. Indicator:** 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 student learner needs.

**A6.4. Prompt:** *Determine if the 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 student learner needs.*

Findings	Supporting Evidence
<p>Effective</p> <p>As a result of a high socio-economic disadvantaged student population, Kea'au Middle is identified under Title I and receives federal funds in addition to its state allocation. In addition, KMS has met or exceeded its projected student enrollment count in recent years which meant an increase in state allocated funds. Therefore, KMS has been able to support teachers with multiple professional development opportunities locally and nationally, as well as ongoing support throughout the year with consultants working directly with the school.</p>	<p>Financial Plan</p>

### Instructional Materials and Equipment

**A6.5. Indicator:** 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.

**A6.5. Prompt:** *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials.*

Findings	Supporting Evidence
<p>Somewhat Effective</p> <p>There are procedures in place for purchasing instructional materials and equipment; however, there are no formal procedures for maintaining those materials and equipment. It is left to the teachers to ensure that there are enough materials and in working condition for their students. When funds are available; teachers are responsible for submitting requests for materials if they are needed.</p>	

### Facilities Conducive to Learning

**A6.6. Indicator:** 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.

**A6.6. Prompt:** *Determine the extent to which the facilities enable the school to maintain a safe, functional, and well-maintained learning environment conducive to the educational program based on the school's mission and General Learner Outcomes.*

Findings	Supporting Evidence
<p>Effective</p> <p>The faculty, staff, and students at Kea'au Middle are fortunate to work and learn on a campus that is well maintained and cared for. School custodians are always visible on campus taking care of the grounds and buildings. When teachers or any staff member report something working improperly or needing repair, the custodial staff are quick to respond. Approximately 5 years ago many classrooms had ceiling fans installed to help lower room temperatures that would sometimes reach over 90 degrees. Last school year, most of the portable classrooms had air conditioners installed, with the possibility of more being installed this school year.</p>	<p>Campus/Class Visits</p>

**Kea'au Middle School HIDOE/ACS WASC Self-Study Report**  
**HIDOE/ACS WASC Category A. Organization:**  
**Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learner needs from Task 2.**

**Summary (including comments about the identified preliminary student learner needs):**

Overall, procedures and systems are in place for the multitude of responsibilities, initiatives, and requirements a school must follow. Kea'au Middle continues to work on ensuring all stakeholders have a voice and are collaborative partners in creating the best learning environment for students. The Academic Plan is created based on a comprehensive needs assessment and review of various sources of data. There is an emphasis on school-wide initiatives to improve overall student academic achievement and for specific sub-group populations. In addition, there are several Academic Plan activities aimed at supporting teachers to improve their craft by providing multiple professional development opportunities throughout the year. Finally, Kea'au Middle has structures in place to ensure that two-way communication between school faculty are effective. Teachers meet as department and team groups and have representation at monthly leadership meetings (KMART - Kea'au Middle Academic Review Team). Like many schools, KMS continues to struggle with parent engagement and is looking at different and innovative ways of improving that relationship, specifically with academics.

**Prioritize the strengths and areas of growth for Category A.**

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

1. The number of PD opportunities provided to teachers
2. School-wide organization, procedures, and systems are in place and followed
3. The communication process between KMART and faculty
4. Collaborative process internally between leadership and faculty

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth**

1. Participation and engagement of other school stake-holders (e.g. parents)

## 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.*

**B1.1 Response:** Overall, there is an effective use of curriculum by the school based on current educational research and thinking that supports the academic standards.

Findings	Supporting Evidence
<p>All math and ELA teachers use curriculum aligned to the Common Core State Standards. Other content areas align their curriculum to the Hawaii Content and Performance Standards (HCPS III), Next Generation Science Standards (NGSS), or C3 Framework.</p> <ul style="list-style-type: none"> <li>· ELA – Springboard and/or teacher created curriculum aligned/CCSS.</li> <li>· Math – Go Math and/or HIDOE Algebra I/CCSS</li> <li>· Science – StemScopes and/or teacher created curriculum/NGSS</li> <li>· Social Studies – Teacher created curriculum/HCPS III and C3 Framework</li> <li>· Electives – Teacher created curriculum/HCPS III, CCSS</li> </ul>	KMS Curriculum maps/ Pacing guides
<p>The majority of teachers have a standards-based and/or Common Core aligned pacing guide which clearly aligns with the current standards in that subject area.</p> <p>91% of teachers have a course pacing guide which aligns current standards in their subject area.</p> <p>80% of teachers have a class pacing guide which outlines standards, lessons and assessments.</p>	<p>Accreditation Teacher Survey Q15</p> <p>KMS Curriculum maps/ Pacing guides</p>



<p>All teachers have access to various professional development opportunities through the school and externally through various organizations.</p> <p>100% of teachers participate in some form of professional development throughout the school year, and 80% of teachers participate in multiple PDs yearly.</p>	<p>School PD log request</p> <p>School PD log</p> <p>Accreditation Teacher Survey Q15</p>
<p>KMS teachers participate in weekly content area Professional Learning Communities (PLCs) to discuss current research, curriculum viability, and effectiveness. PLC include the following activities:</p> <p>Data Cycle – Data teams (teachers teaching the same grade and content area) regularly analyze data of student performance to target learning gaps. Once gaps are targeted, teachers design/modify a standards-based curriculum/instruction in order to bridge the gap. After implementation, data is reviewed, and the data cycle is repeated.</p> <p>Sharing and planning of lessons incorporating AVID Strategies, Academic Vocabulary, Math Practices and Constructive Responses or Strong writing pieces.</p>	<p>Master Schedule</p> <p>PLC/Department meeting minutes</p>

### 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.*

**B1.2 Response:** Teachers at Kea'au Middle School consistently and frequently address the academic standards and General Learner Outcomes to ensure the same high expectations for all students.

Findings	Supporting Evidence
Teachers at Kea'au Middle School consistently address the General Learner	Accreditation Teacher Survey Results GLOs posted in classrooms

Outcomes in their lessons. According to a teacher survey, 78% (35 out of 45 teachers) of teachers in all grade levels at KMS say that they intentionally draw a connection between GLOs and their lessons weekly or daily in their classrooms.	
Teachers at Kea'au Middle School consistently address the academic standards in their lessons. According to a teacher survey, 95% (43 out of 45 teachers) of teachers in all grade levels at KMS say that they explicitly make a connection between the academic standards and their lessons weekly or daily in their classrooms.	KMS Accreditation Student Survey Results Pacing Guides Learning Goals/Targets/Standards posted in classrooms
Teachers at Kea'au Middle School have the GLOs posted in their classrooms. According to a student survey, 81% (415 out of 512 students) of students have seen that the GLOs are posted in all of their classrooms.	KMS Accreditation Student Survey Results GLOs posted in English or Hawaiian in classrooms
Teachers at Kea'au Middle School have their academic standard, learning goals, and learning targets posted in their classrooms. According to a student survey, 91% (471 of 512 students) of students know that the Learning Targets/Goals are posted in all of their classrooms.	Accreditation Teacher Survey Results Standards posted in rooms or on boards
Each quarter, all students are asked to connect what they learned in one of the Second Step lessons to a General Learner Outcome through a written reflection. 72% of students were able to connect their Second Step lesson to a GLO for first quarter.	Student reflections connecting GLOs to Second Step (numbers reported to DH/Facilitator and recorded in PM meeting notes) Student work samples from the reflection

### 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 curriculum and the General Learner Outcomes.*

## Kea'au Middle School HDOE/ACS WASC Self-Study Report

**B1.3. Response:** Teachers consistently examine student work samples and observe student engagement to demonstrate the expectations of teachers that implement standards and the General Learner Outcomes. This examination of student work also drives teacher instruction to ensure understanding of standards and connect to the GLO's.

Findings	Supporting Evidence
According to the Accreditation Teacher Survey, teachers reported discussing student work, constructed responses, formative assessments, STAR results, etc. in PLC to determine if students are meeting the academic standards and inform their instruction.	Student work samples CFA (Common Formative Assessments) Google Drive Departmental PLC (Professional Learning Communities) Data Cycle Google Drive AVID/Vocabulary charts Google Drive Accreditation Teacher survey
Each quarter, all students are asked to connect what they learned in one of the Second Step lessons to a General Learner Outcome through a written reflection. 72% of students were able to connect their Second Step lesson to a GLO for first quarter.	Student reflections connecting GLOs to Second Step (numbers reported to DH/Facilitator and recorded in PM meeting notes) Student work samples from the reflection
44.4% of teacher curricula aligns to the GLOs	Accreditation Teacher Survey Ho'okele grade level calendar KMART minutes for teams reporting student connection between the Second Step Lessons and the GLO's
27 Teachers intentionally draw connections between GLOs and their lesson on a weekly basis.	Accreditation Teacher Survey Ho'okele grade level calendar

### 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.

**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.*

**B1.4 Response:** The curriculum is effective in aligning with the General Learner Outcomes (GLO's), academic standards, and policies and requirements related to the assessment of students' progress toward graduation. The congruence between the curriculum and the GLO's, academic standards and policies and requirements related to the assessment of students' progress toward graduation can be seen through various streams of data as indicated by the supporting evidence below.

Findings	Supporting Evidence
<p>The curriculum is <u>effective</u> in aligning with the <b>General Learner Outcomes (GLO's)</b> as related to the assessment of students' progress toward graduation.</p> <p>The curriculum is <u>effective</u> in aligning with <b>academic standards</b> as related to the assessment of students' progress toward graduation.</p> <p>The curriculum is <u>effective</u> in aligning with <b>policies and requirements</b> related to the assessment of students' progress toward graduation.</p>	<p><b><u>General Learner Outcomes</u></b></p> <ul style="list-style-type: none"> <li>● 84% of students have activities aligning their Ho'okele time with the GLO's (Student Survey)</li> <li>● 78% of teachers intentionally draw a connection between GLO's and their lesson at least once a week. (Teacher Survey)</li> <li>●</li> </ul> <p><b><u>Academic Standards</u></b></p> <ul style="list-style-type: none"> <li>● 100% of Math and ELA teachers have aligned their curriculum with CCSS (Teacher Survey)</li> <li>● 100% of Science teachers have aligned their curriculum with NGSS (Teacher Survey)</li> <li>● 96% of teachers intentionally make connections between their lessons and academic standards at least once a week. (Teacher Survey)</li> <li>● 92% of students claim that goals and learning targets are posted for their lessons thus modeling alignment.</li> </ul> <p><b><u>Graduation Policies and Requirements</u></b></p> <ul style="list-style-type: none"> <li>● 100% of teachers, responsible for Ho'okele, teach the Second Step Program which teaches goal setting, team work and career exploration and readiness.</li> <li>● 64% of students agree or strongly agree that Keaau Middle School prepares them for college and/or careers. (Student Survey)</li> <li>● 100% of students use their reflections and assessments at least quarterly to determine if they are achieving their goals.</li> </ul>

**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.*

**B1.5 Response:** The data from the SY 19-20 Accreditation survey indicate that most teachers feel that their PLCs, Teaming, and the KMART processes are either highly effective or effective in participating in standards-based curriculum.

Findings	Supporting Evidence
<p>100% of KMS teachers use the data review process (PLC or Professional Learning Community) to review, evaluate, and plan curriculum on a weekly basis. Based on the SY 19-20 Accreditation Teacher Survey most teachers consider this to be as either highly effective or effective (32 out of 45 teachers, or 71%).</p> <p>All the departments (Math, ELA, Science, Social Studies, and Electives) meet twice a week to:</p> <ol style="list-style-type: none"> <li>1. Review student work in a data cycle process. This includes analyzing: Common Formative Assessments (CFAs), Strong Writing Projects (SW), and Constructed Responses.</li> <li>2. Share AVID best practices, vocabulary strategies, and math practices.</li> <li>3. Align pacing guides to State Standards.</li> <li>4. Analyze STAR data (ELA, Math).</li> </ol>	<p>Pacing Guides</p> <p>Data Cycle process forms:</p> <ul style="list-style-type: none"> <li>- CFA or common formative assessments</li> <li>- Constructed Responses</li> <li>- Strong Writing Projects</li> </ul> <p>STAR monthly testing (ELA and Math)</p> <p>AVID, Vocabulary Tracker, and Math practices</p>
<p>100% of KMS teachers (as shown on their teacher meeting calendar) regularly participate in the teaming process. This includes time for planning Interdisciplinary Units (IDUs), field trips, incentives, and the sharing of student concerns and other student success strategies.</p>	<p>Team meeting minutes</p> <p>Student concern logs &amp; Failure lists</p> <p>IDU planning documents</p> <p>Field Trip</p>

According to the SY 19-20 Accreditation Teacher Survey, the majority of teachers consider this to be either highly effective or effective (30 out of 45 teachers, or 66%).	
<p>The KMS leadership (which include department heads, counselors, and certain administrators) meet to review coherent curriculum on a monthly basis. Department heads report data related to curriculum (i.e. AVID strategies, Math Practices, and Academic Vocabulary).</p> <p>According to the SY 19-20 Accreditation Teacher Survey, the majority of teachers consider this to be either highly effective or effective (26 out of 45 teachers, or 57%).</p>	<p>KMART meeting minutes</p> <p>AVID best practices, Math Practices, and Academic Vocabulary forms</p>

### Accessibility of All Students to a Variety of Programs

**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.*

**B1.6 Response:** All students at Kea'au Middle School have access to a variety of programs, and electives that provide relevant and coherent curriculum to address their needs and support in making appropriate choices in order to pursue a full range of college/career and/or educational options.

Findings	Supporting Evidence
<p>AVID</p> <p>100% of students enrolled in AVID have access to a curriculum to address their college/career and/or other educational needs.</p>	<p>Class syllabus/description</p>
<p>ALC</p> <p>Kea'au Middle School provides students who are struggling to be successful in their general classroom setting with the Alternative Learning Center. Academically, students will</p>	<p>Meeting minutes (from CORE)</p> <p>ALC (criteria)</p> <p>Communication logs to parents</p>

<p>be expected to complete work in the 4 core subjects (ELA, math, science, social studies) and will also do project-based learning. There will also be expectations for community service, counseling, and character education.</p> <p>100% of students placed in ALC have access to their 4 core subjects' curriculum as well as community, counseling and character education where they explore college/career and/or other educational options. They also have access to a personal development and guidance elective.</p>	
<p><b>Electives</b> Majority of KMS students have access to a variety of grade-level electives that promote college/career and/or other educational options. Art, Polynesian Music, Band and Health is offered to 6th graders. PE, STEM, and Band is offered to 7th graders. Hawaiian Language, Woodshop, Sign Language, and Band is offered to 8th graders.</p>	<p>Registration form</p>
<p><b>Online supplements</b> According to a teacher survey 77% of teachers often use online resources to supplement their curriculum providing a full range of educational options to all students. 20% of teachers somewhat use online resources to supplement their curriculum.</p>	<p>Go Math Discovery Education BrainPop Prodigy</p>

### 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.*

**B1.7. Response:** Our data indicates that our curriculum is highly integrated among both core and elective classes. Kea'au Middle School shows effectiveness in satisfying the indicator of curriculum integration among disciplines.

Findings	Supporting Evidence
<p>According to the teacher survey, most teachers indicated integrating their curriculum among disciplines in the following ways:</p> <p>Math - Math practices, word problems, math calculations and problems including real world problems, measurements, geometry, data and statistic formulas, utilizing structures and patterns, angle measurements, recording data</p> <p>ELA - Constructive responses, written explanations, researching, quick writes, short answer responses, reading, writing strategies to communicate, tiered vocabulary, short stories, academic vocabulary, paragraph writing, whole class reading a story, sequencing, speech</p> <p>Science - STEM lessons- concepts and ideas, farming, scientific data and statistics, applying scientific notation</p> <p>Social Studies - S.S. content to write stories and practice researching, S.S. related to math problems, Aina Aloha, timelines, geometry, justifying and critiquing , current events, real world situation, guest speakers</p> <p>Electives - heart rate, college and career readiness, drama, singing, acting out a skit, real world problems for CTE, service, art integration drawing, practical hands on lessons</p> <p>In addition, quite a few teachers responded connecting to their curriculum to real world situations.</p> <p>Inter disciplinary units and field trips:</p> <p>Service projects involving beach clean ups and beautification at Hakalau and Onekahakaha. Field trips to Volcano National Park, UH Hilo for Earth Day, Mokupapapa</p>	<p>Accreditation Teacher Survey</p>



## Kea'au Middle School HIDOE/ACS WASC Self-Study Report

Discovery Center and the transfer station or a water treatment facility. Many teachers are in the planning stage of working with their teams to finalize their interdisciplinary units and field trips or service-learning projects.	
Most teachers implement various Avid strategies within their lesson	PLC Minutes
All teachers participate in the planning of IDUS (lessons built across content areas)	Team Meeting Notes
Most teachers participate in the annual IDU Share Out	Assigned share out date and school calendar Student work and projects Field trip requests
All teachers support ELA and Math curriculum across the content areas	Faculty meeting agenda and data /info collected/posters
All teachers utilize Tier 2 Vocabulary/ Academic Vocabulary in their lessons	Team drive PLC minutes Grade level vocabulary lists Monthly data Principal check-ins math practice folder

### 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 access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

**B 1.8. Response:** KMS effectively provides many opportunities to access real world applications of educational interests through rigorous, standards-based curriculum by offering multiple classes and programs where all or most students participate.

Findings	Supporting Evidence
Career Pathway-Ho'okele Lesson  100% of KMS students participate in school-wide goal setting and career pathways lessons at least once a week in Ho'okele	Student folders/composition books - RIASEC survey - Career Pathway study

<p>AVID</p> <p>100% of KMS 7th and 8th grade students who are enrolled in AVID classes are participating in college skills preparation and their career interests (90 students).</p> <p>100% of KMS students receive AVID best practices through binders and HSNs</p>	<p>Master Schedule</p> <p>AVID binders/ HSN Bloom's Taxonomy and Marzano</p>
<p>Elective courses</p> <p>100% of KMS students are enrolled in multiple elective class of their choice, that allows them to be exposed to career interests and real-world applications.</p>	<p>Master Schedule</p>

### 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.*

**B1.9. Response:** As of SY '19 - '20, there hasn't been any noted follow-up studies of graduates and others in regard to the effectiveness of our curricular programs. However, throughout the years, KMS teachers have participated in different forms of articulation that range from collaborating with feeder schools to communicating with the University of Hawaii at Hilo math and computer science departments. These articulation sessions have been effective in providing teachers with opportunities to collaborate. As listed in the chart below, articulation meetings have been held periodically for various purposes.

Findings	Supporting Evidence
Complex ELL meetings occur semesterly.	Emails, Meeting Agenda, Meeting Notes, Teacher Survey
Majority of teachers participate in articulation with feeder schools (Mt. View Elementary, Kea'au Elementary, & Kea'au High School).	Teacher notes; agenda
SPED and 504 transition meetings with feeder schools occur annually.	Incoming SPED Placement Log, Teacher Survey, Emails, Agendas, Meeting Minutes

**Kea'au Middle School HIDOE/ACS WASC Self-Study Report**

Eighth grade ELA and Math teachers participate in annual articulation with Kea'au High School ELA and Math teachers for 9th grade honors ELA and Math courses.	Emails, Recommendation Matrix, Teacher Survey
At least one Physical Education teacher participates in the District Physical Education and Health Conference annually.	Emails, PD Attendance Log, Teacher Survey
The band instructor participates in articulation with the Kea'au High School Band, the Hawai'i County Band, and the University of Hawai'i at Manoa Marching Band annually.	Teacher Survey, Emails, Phone/Text Messages Logs
Student Activities Coordinator (SAC) participates in articulation with feeder school SACs annually.	Teacher Survey, Emails, Meeting Minutes
At least one math teacher articulates quarterly with the University of Hawai'i at Hilo Math & Computer Science Departments.	Teacher Survey
The Social Studies Department Head articulates with Kea'au Elementary School's Social Studies teachers.	Teacher Survey

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learning needs from Task 2.

### **Summary (including comments about the identified preliminary student learning needs):**

At KMS, teachers consistently and frequently address the academic standards and General Learner Outcomes (GLOs) in their lessons. Most teachers feel that participating in their professional learning communities (PLCs) and teaming is effective in addressing the standards-based curriculum.

All students, in turn, participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the priorities identified in the Academic Plan. The curriculum is also aligned with policies and requirements related to the assessment of students' progress toward graduation. In addition, the majority of KMS teachers participate in integrating curriculum among both core and elective classes through the creation and instruction of interdisciplinary units.

Although many of our teachers are effective in providing opportunities to access real-world applications of educational interests, this is an area we are still working to improve. The school does, however, provide a variety of relevant and coherent programs and electives that address student needs and provide support for those students who will pursue college/career and educational options.

Regarding curriculum articulation, KMS teachers have participated in different forms of articulation with feeder schools and the community. However, there hasn't been any noted follow-up studies of graduates and others in regard to the effectiveness of our curricular programs.

### **Prioritize the strengths and areas of growth for Category B.**

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

1. Core content area curricula are aligned to the grade level standards
2. Curricula are aligned to the General Learner Outcomes
3. Time is dedicated in professional learning communities to review and adjust curriculum to support instruction and address student needs
4. Students have access to a variety of programs and elective courses

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

1. Using real-world connections in lessons to help prepare students to be college and/or career ready

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

### C1. Instruction Criterion — Student Centered Instruction

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 and the General Learner Outcomes.

#### 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.*

**C1.1. Response:** According to our Tripod survey data from the last three years, over 60% of our students enjoy learning, like the way they learn, and find their lessons interesting. The Tripod survey also showed that approximately 70% of our students feel that the learning activities at our school are challenging. Over half of our teachers connect GLOs to their lessons on a weekly basis, and another 17% do so daily. All but one core class currently have their curriculum aligned to state standards. Based on these findings, we are somewhat effective in our student engagement at Kea'au Middle School.

Findings	Supporting Evidence
Teachers have lesson plans and share these with their teams in professional learning communities (PLC)  89% of teachers use lesson plans  60% share lesson plans	Lesson Plan samples from teachers PLC Lesson Sharing  Accreditation Teacher Survey
We have a high number of students with 3.5 or higher, and they are routinely awarded at school wide assemblies.	Honor roll / proficiency percentages
Students seemingly feel like they are engaged in learning activities.  64% (3 yr. average) think learning is enjoyable, 69% like the way they learn, 64% think lessons are interesting	Tripod Data SY 2016-2019
We have an active National Junior Honor Society (NJHS) chapter that meets regularly.	NJHS Meeting minutes

## Kea'au Middle School HDOE/ACS WASC Self-Study Report

<p>We emphasize General Learner Outcomes (GLOs) in homerooms we formally call, "Ho'okele," meaning navigation, suggesting this class and the GLOs emphasized help to navigate the student's academic success.</p> <p>17% of teachers emphasize the GLOs in homeroom activities on a daily basis. 50+% of teachers emphasize the GLOs in homeroom activities on a weekly basis.</p>	<p>GLO samples from Ho'okele Accreditation Teacher Survey</p>
<p>91% of courses at KMS are planned and organized, in advance, via pacing guides that clearly define standards/benchmarks, learning targets/vocabulary, lessons/instructional materials/strategies, assessments, and enrichment/remediation assignments/activities.</p>	<p>KMS Course Pacing Guides Professional Learning Community (PLC) Minutes Accreditation Teacher Survey</p>
<p>We offer AVID courses and there are trained teachers who are vested in AVID regularly promote AVID strategies and best practices.</p> <p>4 AVID Elective classes each year 58% teachers are trained in AVID</p> <p>96% Teachers use AVID strategies in their classrooms</p> <p>56% Teachers use AVID strategies daily</p> <p>40 % Teachers use AVID strategies weekly</p> <p>4% Teachers use AVID strategies monthly</p>	<p>AVID teacher course load for the last three years, and AVID trained teachers Master Schedule Accreditation Teacher Survey</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.*

**C1.2. Response:** Based on the evidence collected, the vast majority of Kea'au Middle School teachers are highly effective in utilizing pacing guides, course syllabi, and classroom displays to clearly articulate, communicate, and address content standards, expected performance levels, and General Learner Outcomes prior to instruction. In addition, the vast majority of students surveyed confirmed that learning targets and the General Learner Outcomes are posted in all of their classes.

Findings	Supporting Evidence
91% of courses at KMS are planned and organized, in advance, via pacing guides that clearly define standards/benchmarks, learning targets/vocabulary, lessons/instructional materials/strategies, assessments, and enrichment/remediation assignments/activities.	KMS Course Pacing Guides Accreditation Teacher Survey
95% of courses at KMS clearly define and communicate specific learning objectives to both students and their families, via course syllabi, provided at the beginning of the school year.	KMS Course Syllabi Accreditation Teacher Survey
82% of teachers clearly define and display daily/weekly learning targets within the classroom	KMS walkthrough data Accreditation Teacher Survey
86% of teachers clearly define and display the General Learner Outcomes within the classroom	KMS walkthrough data Accreditation Teacher Survey
92% of students confirm they know (and can locate) the learning targets in all of their courses	Student KMS Accreditation Survey
81% of students confirm they know (and can locate) the General Learner Outcomes in ALL of their courses	Student KMS Accreditation Survey

### 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.*

**C1.3. Response:** Based on the evidence collected, teachers are somewhat effective in using student's voice and feedback to adjust instruction and learning experiences. For example, teachers use student reflections, learning logs, exit passes, and formative assessments to modify their instructional practices based on the feedback they receive from students. In addition, the majority of students surveyed confirmed that they have had the opportunity to provide feedback on their teacher's lessons.

Findings	Supporting Evidence
<p>87% of school instructional staff members use students' voice and feedback in order to adjust instruction and learning experiences.</p> <p>69% of students had the opportunity to give feedback on your teacher's lesson</p>	<p>2019 KMS Accreditation Teacher Survey &amp; Student KMS Accreditation Survey</p>
<p>67% Care - My Teacher cares about me</p> <p>62% Confer - I have the opportunity to share and explain ideas about my work</p> <p>63%% Captivate -Teachers make learning fun and interesting</p> <p>70%% Clarify - My teacher explains things clearly and makes sure I understand</p> <p>72%% Consolidate - My teacher takes time to summarize</p> <p>72% Challenge - My teacher has high expectations and challenges our thinking</p> <p>48% Classroom Management - Students behave in my classes</p>	<p>Tripod Data SY 2016-18</p>

## C2. Instruction Criterion – Rigorous and Relevant Instruction

All teachers provide students with a rigorous and relevant instructional program that includes differentiated instruction and engaging activities and assignments so students demonstrate creative and critical thinking, problem solving and applications.

### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, 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.*

**C2.1. Response:** Based on the evidence collected, the vast number of Kea'au Middle School staff are current in instructional content and effectively use multimedia and other technology in the delivery of curriculum. The exception is the number of staff who are working with the ELL



## Kea'au Middle School HDOE/ACS WASC Self-Study Report

population. Fewer than half of the teachers of ELL students have been trained in the instructional methods to work with these students.

Findings	Supporting Evidence
80% are trained in AVID or use best practices techniques	Data collected monthly in PLC (each teacher submits AVID or best practice lessons)
96% of teachers utilize technology and multi-media in their instruction	Students have google and Infinite Campus accounts and receive material from the examples listed.
95% teach Second Step curriculum in Ho'okele	Reflections on the curriculum have been gathered (connecting content to GLOs.) Students emailed to nominate peers for positive behavior rewards and recognition
100% of Teachers teach academic vocabulary	Data collected monthly in PLC, encouraging teachers to provide different strategies for instruction
80% teachers have attended multiple PDs	Teachers are trained in research-based instructional methodology
100% of classrooms has 1:1 devices for students and Apple TVs or projectors	Teachers are using multi-media technology in the delivery of curriculum
75% of new teachers participated in a mentoring/induction program that contributed to their knowledge of how KMS used technology and methodology	New teachers are instructed in school's technological methodology
42% of teachers who teach ELL students have been trained in WIDA	Teachers are current in researched-based instructional methodology

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

**C.2.2. Indicator:** Teachers ensure that 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 students are highly engaged in learning through the use of a variety of instructional practices, student-centered activities and teachers as facilitators of learning.*

**C2.2 Response:** The students at KMS are highly engaged in learning through the use of different instructional strategies implemented in lessons. 98% of teachers that completed the Accreditation Teacher Survey reported using a variety of instructional strategies.

Findings	Supporting Evidence
96% of teachers use AVID strategies.	2019 KMS Accreditation Teacher Survey
53% of teachers use Google Classroom to deliver content.	2019 KMS Accreditation Teacher Survey
93% of teachers use the workshop model when delivering instruction.	2019 KMS Accreditation Teacher Survey
98% of teachers use a variety of instructional practices.	2019 KMS Accreditation Teacher Survey
84% of teachers use Danielson's Framework for Teaching	2019 KMS Accreditation Teacher Survey
89% of teachers let their students have a voice in the learning.	2019 KMS Accreditation Teacher Survey
93% of teachers are part of an IDU.	2019 KMS Accreditation Teacher Survey

### Differentiation of Instruction

**C2.3. Indicator:** The school's instructional staff members adapt instruction to meet individual student needs by varying content, processes, products, and/or the learning environment. This includes the use of inclusive practices and multi-tiered supports for students that need diverse instructional methods, including special education and English learners.

**C2.3. Prompt:** *How effectively do instructional staff members adapt instruction to meet individual student needs by varying content, processes, products, and/or the learning environment? To what extent is there use of inclusive and multi-tiered supports for students that need diverse instructional methods, including special education and English learners?*

**C2.3. Response:** According to the data collected, instructional staff members use a variety of instructional strategies, in a variety of different classroom settings, to meet individual student needs. Of the forty-three teachers who responded to the survey, thirty-one stated that they utilize specific programs to close the learning gap and provide multi-tiered support to their students. Programs include, but are not limited to, Read 180, Prodigy, Dreambox, Khan Academy, iReady, GOMath, System 44, and Stemscopes. There is a total of seven different types of

## Kea'au Middle School HDOE/ACS WASC Self-Study Report

instructional settings on campus to address the individual academic, behavioral, and medical needs of all students, including ELL, IDEA, 504, and general education students. Sixty percent of the forty teachers who responded to the survey use language acquisition strategies as part of their instruction to benefit all learners, including English Language Learners and IDEA students.

Findings	Supporting Evidence
72.1% of teachers utilize specific programs to close the learning gap and provide multi-tiered support (based on student's unique needs, IEP, etc.) to their students.	2019 KMS Accreditation Teacher Survey
(4) number of programs available on campus that provide academic support to students during non-instructional time.	After school All Stars tutoring - survey asking teachers how it impacted students; teachers providing recess tutoring and time to work on assignments/tests; Twilight Program AELC (credit recovery) Explorations Reading intervention program
(7) number of settings on campus designed to accommodate the diverse academic and behavioral needs of students.	ALC (gen ed) FSC behavior (2-SpEd) FSC medically fragile (SpEd) FSC lifeskills (SpEd) ELA and math co-teach classrooms (Gold Team) Science and SS classes with EAs (Gold Team) Small group resource classes (ELA and math only)
100% of teachers are expected to differentiate instruction, assignments and/or assessments to accommodate the needs of IDEA students in the inclusion setting.	Student Work Samples Class Observations Student Feedback to Case Managers Examples provided by teachers
60% of teachers utilize language acquisition strategies and supports in the classroom for English Language Learner students.	2019 KMS Accreditation Teacher Survey

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

**C2.4. Indicator:** Teachers involve 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 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.*

**C2.4. Response:** Based on the evidence collected, teachers are highly effective in involving their 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. Examples of evidence are giving students choice in how to demonstrate or apply their thinking and reflecting and making improvements to their work.

Findings	Supporting Evidence
96% of teachers provide opportunities for students to express their opinions/perspectives in activities	Student presentation/reflections survey Teacher survey
91% of teachers provide choices to demonstrate thinking, problem solving, and application of the knowledge and skills  Examples: Choosing a partner to work with, list one person they want to sit by when teacher does seating, choices for the type of assessment: essay, speech, or project, Choices in jobs within a group, choosing their best work within an essay, i.e. best paragraph in an essay, complete one requirement then choose your own next, menu choices, choice of research topics, and review their own work and reflect on what needs improvement.	Student work (different ways of showing knowledge) Teacher survey
89% of students can show effective use of technology  Examples: measurement, math practices, mechanical drawings, math tools, band instruments, one-to-one technology resources	Student survey Student work (Google classroom, slides, etc.)

### 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

## Kea'au Middle School HDOE/ACS WASC Self-Study Report

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.)*

**C2.5. Response:** Based on collected evidence, students are provided with age-appropriate opportunities for real world experiences. Different school groups such as AVID, Band, Leadership, or grade levels had taken field trips to experience what they are learning in class; for example (need field trip forms to see detailed examples).

National Junior Honors Society has done community service projects such as collecting donated food for the Food Bank, as well as a general school clean-up. The structure of the society has provided students with an opportunity to practice meeting decorum and interpersonal communication, and to improve their public speaking skills.

There are 12 courses that students can take to encourage or interest them to consider careers in the future or even see the value of what they are learning outside in the real world. Such courses are Wood shop, STEM, Leadership, AVID, Band, Hawaiian Language, Polynesian Music, PE, Healthy Living, World Jr. Leadership, Project Aloha, Math Workshop.

36% of teachers had invited guest speakers or presenters within the last 3 years. The list of guest speakers include Mayor Harry Kim, Ikaika Marzo (34-year-old from lower Puna), Lara Hughes (Business banker for First Hawaiian Bank), Hawaii Film Commissioner Justin Finestone, Hawaii Police Department School Resource Officer Dustin Sampaga, Hawaiian Cultural Practitioner Desmon Haumea, and Mr. Daniel A. Kelin, II from the Honolulu Theater for Youth.

Findings	Supporting Evidence
Field trip information - Different school groups such as AVID, Band, Leadership, or grade levels had taken field trips to experience what they are learning in class; for example (need field trip forms to see detailed examples).	Field Trip Forms Greenwave Gazette Pictures
NJHS - National Junior Honors Society has done community service projects such as collecting donated food for the Food Bank, as well as a general school clean-up. The structure of the society has provided	NJHS Meeting minutes Community service projects - Food Bank Collection Flyers Announcements

**Kea'au Middle School HIOE/ACS WASC Self-Study Report**

students with an opportunity to practice meeting decorum and interpersonal communication, and to improve their public speaking skills.	Pictures
<p>UPLINK All-Stars - An all-encompassing after school program for After School Athletics, Track and Field, tutoring, Reading Intervention, credit recovery, and enrichment like cooking, arts/crafts, dance, cheerleading, and other sports.</p> <p>For the last few years, any student in the afterschool program who is interested in fish husbandry and aquarium can join the Fish Club, which meets bi-weekly.</p>	<p>Course offerings forms</p> <p>Pictures</p> <p>Fish Club</p> <p>Cooking Class</p> <p>Sports</p> <p>Arts &amp; Crafts</p>
Electives on campus - There are 12 courses that students can take to encourage or interest them to consider careers in the future or even see the value of what they are learning outside in the real world. Such courses are Wood shop, STEM, Leadership, AVID, Band, Hawaiian Language, Polynesian Music, PE, Healthy Living, World Jr. Leadership, Project Aloha, Math Workshop.	Course List
36% of teachers have invited guest speakers to talk about career and college choices - The list of guest speakers include Mayor Harry Kim, Ikaika Marzo (34-year-old from lower Puna), Lara Hughes (Business banker for First Hawaiian Bank), County of Hawaii Film Commissioner Justin Finestone, School Resource Officer Dustin Sampaga, Hawaiian Cultural Practitioner Desmon Haumea, Daniel A. Kelin, II (from the Honolulu Theater for Youth).	Accreditation Teacher Survey
100% of grade level teams complete IDU	IDU presentations/student work/lessons
Drive with aloha campaign - Students work closely with our School Resource Officer to bring awareness to our community through monthly sign waving campaigns that stress	

**Kea'au Middle School HIDOE/ACS WASC Self-Study Report**

the importance of driving with aloha (no texting while driving, drive slowly, etc.).	
SAC initiated activities Team problem-based activities	SAC calendar of events Team meeting minutes

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learning needs from Task 2.

### **Summary (including comments about the identified preliminary student learning needs):**

KMS is highly effective in providing varied instruction and instructional settings to address students needing support academically and behaviorally. Furthermore, content is standards driven and the majority of teachers use the Common Core Statewide curriculum outlined in pacing guides. Teachers are current in research-based instructional practices, effective in communicating learning targets, adjusting methodology, and connecting lessons to General Learner Outcomes. Students have a voice in their assessment methods with many teachers. KMS involves students in opportunities based on real world experiences. Opportunities such as AVID, leadership, band, fish club, NJHS, boost enrichment. KMS serves a large population of EL students. Two thirds of teachers need to be trained in language acquisition. There is also a need for a common understanding of what student voice is or looks like, school-wide and in the classroom. According to the Tripod Survey, many students are not engaged in what they are learning or the practice by which they are learning. When an understanding is reached, then student voice can be used to inform and adjust instruction.

### **Prioritize the strengths and areas of growth for Category C.**

#### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

1. A variety of instructional strategies are implemented in lessons
2. Many teachers use multi-media/technology in the delivery of their lessons

#### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

1. Utilizing instructional strategies that support ELs
2. A school-wide common understanding of student voice
3. Using student voice to inform and adjust instruction



## 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 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.*

Findings	Supporting Evidence
<p>State/Complex data are shared/reviewed/analyzed with the faculty at the beginning of the year in a faculty meeting.</p> <p>Smarter Balanced Assessment data are shared with the faculty and discussed with the leadership team at the beginning of the school year. As a result, the Academic Plan is revised to include school initiatives to address the results of the assessment results.</p>	<p>8/2/18 Faculty Meeting Minutes School Academic Plan Language Arts STAR Data Math STAR Data SBA scores sent home Infinite Campus - Gradebook Weekly grade checks - Ho'okele Strive HI data</p>
Data are analyzed and discussed in PLCs to inform instruction.	<p>Science 8th - HSA PLC Minutes Common Formative Assessment/Data Cycle sheets from PLCs</p>
Smarter Balance scores sent home to parents/guardians	Smarter Balanced Reports
Strive HI data are analyzed in KMART meetings.	<p>KMART meetings minutes Progress monitoring minutes Faculty meeting minutes</p>

Strive HI data reflected on as a faculty at meetings.	
English Language Arts (ELA) uses STAR monthly for data cycles. ELA and Math administer STAR assessments monthly to track proficiency progress.	ELA PLC minutes STAR assessment monthly data
<b>Evaluation:</b> State, complex and school performance data is effective in reaching all stakeholders as it is done at all levels and at multiple times within the school year. State and complex data is shared and analyzed through Faculty meetings and at KMART leadership monthly meetings. School data is shared/analyzed regularly in monthly KMART meetings and in weekly PLCs meetings. Data is shared/analyzed with our Parents/Community at monthly SCC meeting, teacher/parent communications and students' results sent home.	

### 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.*

Findings	Supporting Evidence
Teachers review performance levels annually. ELA & Math educators are given 5th grade SBA scores at the beginning of each school year to use data in order to plan and implement curriculum based off of individual and whole group performance levels.	SBA data teacher rosters
Teachers evaluate standards-based grades and growth through monthly review of STAR: Performance levels. ELA & Math educators administer and analyze reading and mathematics STAR assessments every month and use data to plan and implement curriculum based off of individual and whole group performance levels.	PLC minutes
Teachers attend weekly Math and ELA PLC meetings used to complete data cycle	PLC minutes

# Kea'au Middle School HDOE/ACS WASC Self-Study Report

curriculum planning (analyze, discuss, and plan based off of data cycle results)	
Teachers embed formative, authentic, summative and diagnostic assessments in lessons. Teachers administer assessments with own discretion and utilize curriculum aligned with state standards	Pacing guides
Teachers utilize IEP progress reports to monitor student growth. They also implement and support IEP instructional modifications, accommodations, and services in order to monitor individual student growth towards IEP benchmarks and goals	Observations
Students receiving EL services have access to and utilize the Imagine Learning online program.	Observations in EL study skills class
Social Studies teachers use PLC meetings to go through the CFA process to analyze student progress and proficiency in order to design curriculum and interventions/enrichment	CFA data sheets in the PLC Shared drives
<b>Evaluation:</b> Teachers consistently review growth and performance levels. Performance levels are reviewed on a weekly basis by all departments, including special education and English learners. These regular reviews of growth and performance levels impact the teaching by allowing teachers to use real-time data to create and modify lessons. Standards-based grades are evaluated monthly by both the ELA and Math departments.	

## Modifications Based on Assessment Results - Suzette, Trisha, Christine

**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.*

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

<b>Findings</b>	<b>Supporting Evidence</b>
Departments meet during PLC and share feedback from leadership team and provide feedback to leadership members to share at KMART.	Progress Monitoring Notes
Departments meeting during PLC and collaborate on either a Common Formative Assessment (CFA) item or Data Cycle item. Teachers collaborate on assessments and review data. Teachers that use the CFA process gather data, analyze results, and use those results to modify their instruction for the purpose of readdressing the standard. Next steps are also identified as necessary. Data cycle results are analyzed. Teachers identify strengths, weaknesses, and next steps in order to address needs.	Department PLC Minutes/Logs CFA results in Department Drive
SBA and STAR assessment scores are used to determine eligibility for ELA/Math workshop classes. The classes were identified as a need based on low student performance data.	STAR Data SBA Data
PLC- PD: We do a great deal of discussion about not only how to improve instruction but also about our Professional Development needs and report to department leaders who then report to KMART the desired allocation of resources to meet our goals and needs	Lesson Plans Constructed Response AVID Strategies Sign-In Logs Faculty meeting minutes Master Schedule
<b>Evaluation:</b> Based on the findings, the process followed by the school's leadership team is effective overall in using department collected data to modify and monitor programs, identify professional development needs, and to allocate resources in order to demonstrate continuous results.	

### **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
Students participate in weekly Ho'okele (advisory) lessons and discussions. On Tuesdays the Second Step Curriculum (program rooted in social-emotional learning) implemented by teachers. On Wednesdays teachers conduct "binder checks," a school-wide initiative aimed at teaching students to be organized and prepared for learning. On the other days of the week, they complete handouts, discussions, hands on activities, and quarterly summative assessments to monitor progress toward GLOs. Students also complete reflections based on GLOs, grade reports, and Na Hopena A'o elements.	Team ho'okele schedules
Teachers use academic vocabulary in classrooms.	Academic vocabulary sharing in PLC meetings.
Teachers use an eligibility process of supporting students with special needs and providing them with the necessary supports. There are reading and mathematics electives for struggling students.	Response to Invention Process (Academic and Behavioral) IDEA data (available via ECSSS) Reading and Math workshop classes
Teachers meet weekly for department PLC meetings where they evaluate STAR assessment scores (ELA and Math) and use those scores to monitor student progress of the academic standards.	Teachers Academic goal setting (quarterly) Data Cycle STAR PLC
<b>Evaluation:</b> Appropriate systems are in place to monitor the weekly progress of all students toward meeting academic standards and general learner outcomes. These include; Ho'okele lessons, student reflections, STAR assessments, growth mindset, GLO activities, academic vocabulary, and eligibility processes of supporting students with special needs.	

**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, 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
Teachers use a variety of formative and summative assessments to measure student progress and modify teaching processes in order to accommodate student learning.	Data Cycle STAR Data SBA Data Bell Work Exit Passes Quizzes/Tests Assignments Informal observations GLO Rubric for Ho'okele GLO & Second Step Connections - Student Data
Approximately 73% of teachers that participated in the survey use formative and summative assessments to drive their instruction.	Accreditation Teacher Survey
<b>Evaluation:</b> Based on the findings, teachers are able to gather various types of assessments to determine student achievement and are effective in using the collected data to inform their instruction.	

**Student Reflections**

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

**Kea'au Middle School HIDOE/ACS WASC Self-Study Report**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>In Ho'okele, students are frequently provided with opportunities to reflect/assess on their learning through student bi-weekly grade checks and goal setting.</p> <p>Students are given frequent opportunities in their IDU's to reflect/assess on their learning.</p>	<p>Accreditation Teacher Survey - student reflection</p> <p>Pacing guides</p> <p>Ho'okele</p> <p>Student surveys</p> <p>IDU</p> <p>GLO data - Huaka'i Pono</p> <p>PLC minutes</p> <p>Infinite campus</p>
<p>100% of teachers that completed the survey reported that they have their students reflect and assess their learning of the GLOS in their Ho'okele class throughout the year.</p>	<p>Accreditation Teacher Survey</p> <p>Ho'okele GLO data</p>
<p>86% of teachers that completed the survey reported that they provide opportunities for students to reflect and assess their learning in their classes to determine what they can do to achieve their goals at least monthly.</p>	<p>Accreditation Teacher Survey</p>
<p>Teachers that completed the survey reported that they use student reflections or assessments to help determine how they can achieve their goals:</p> <p>Weekly-41%</p> <p>Monthly-21%,</p> <p>Quarterly- 24%</p> <p>Never - 14%</p> <p>Teachers that assessed students weekly/monthly were considered frequently.</p> <p>62% of teachers frequently use their reflections or assessments to help determine how they can achieve their goals.</p>	<p>Accreditation Teacher Survey</p>
<p>Students that completed the survey reported that they reflect or assess their learning in classes -</p> <p>Weekly - 58%</p> <p>Monthly - 20%</p> <p>Quarterly - 10%</p> <p>After Each Unit - 12%</p>	<p>Accreditation Student Survey</p>

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

<p>Students that assessed students weekly/monthly were considered frequently.</p> <p>78% of students assessed their learning frequently.</p>	
<p>Students that completed the survey reported that they use their reflections in Ho'okele to assess how they can achieve their goals -</p> <ul style="list-style-type: none"> <li>Weekly - 57%</li> <li>Monthly - 23%</li> <li>Quarterly - 9%</li> <li>After Each Unit - 11%</li> </ul> <p>Students that used reflections or assessments to determine what they can do to achieve their goals weekly/monthly were considered frequently.</p> <p>80% of students used their reflections or assessments to determine how to achieve their goals.</p>	<p>Accreditation Student Survey</p>
<p>Students that completed the survey reported that they reflected on their learning weekly during Ho'okele -</p> <ul style="list-style-type: none"> <li>Weekly - 60%</li> <li>Monthly - 16%</li> <li>Quarterly - 10%</li> <li>After Each Unit - 14%</li> </ul> <p>Students that reflected on their learning weekly/monthly during Ho'okele were considered frequently.</p> <p>76% of students frequently reflect on their learning during Ho'okele.</p>	<p>Accreditation Student Survey</p>
<p><b>Evaluation:</b> On average, 68% of students, based on the Accreditation Student Survey, are effectively given frequent opportunities to reflect and assess on their learning and determining what they can do to achieve their learning goals.</p>	



**Teacher Feedback to Students**

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

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

Findings	Supporting Evidence
Grades and comments are made available to students and parents in a timely manner by 84% of teachers. (38/45)	Infinite Campus Gradebooks that are up to date Teacher Survey
Parents are notified of academic/behavioral concerns by individual teachers or teams	Parent-Teacher Conference attendance Teacher Call Home logs or team student concern logs
89% of homeroom teachers provide opportunities for students to reflect on their grades and make goals for the future	Ho'okele Grade Checks and Goals (Thursday Ho'okele curriculum) Teacher Survey
GLOs are connected to SEL Lessons	Second Step activities and class discussions GLO/SEL Unit Reflections
Teachers check to ensure students know what needs to be done to be successful.	HSN communication Teacher Survey
Goals are reviewed regularly and feedback is given to provide opportunity for growth	Special Education Progress Reports
Students are given opportunity for support in reaching grade goals (90 students on AVID grade check, around 260 students on grade monitoring for UPLINK)	AVID Grade Checks UPLINK Tutoring attendance
<p><b>Evaluation:</b> Teachers are providing feedback to students in a variety of ways in order to help them achieve their learning goals, academic standards, and GLOs. 84% of teachers are using Infinite Campus online gradebook as a means of providing consistent and timely monitoring of grades to both students and families. Parent communication of student progress is made via Home-School Notebook communication, Parent Teacher Conferences, and individual teacher or teacher team phone calls home. All homeroom teachers are helping students monitor their progress and helping them set achievement goals based on their current grades. AVID students and UPLINK students are also on grade monitoring systems which lead to tutor help in the case that students fall behind in achieving their learning goals. Special Education students are on a system of teacher feedback via Progress Reports monitored by case managers.</p>	

## 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
Math and reading workshop classes are provided to students that are identified as needing math or reading intervention.	Reading 180/System 44 data Dreambox data monthly STAR reports SBA scores Workshop individual student plans with student reflections on monthly goals
Go Math curriculum provides assessments that teachers use to inform their instruction.	Module Test scores
ELL/Sped accommodations made within the classroom to give all students access to grade level curriculum.	IEP/WIDA/504 plans SBA scores monthly STAR reports
Teaching is modified based on common formative assessments.	Social Studies and Science CFA cycles Math and ELA Data Cycles
Assessments are used to inform curriculum.	Springboard online assessments
22% of teachers often group students within the classroom based on the results of formative assessments and needs. 56% of teachers sometimes group students within the classroom based on the results of formative assessments and needs. 22% of teachers do not group students within the classroom based on the results of formative assessments and needs.	Teacher Survey 56 % "I sometimes" 25/45 22% "I do not" 10/45 22% "Yes" 10/45
<b>Evaluation:</b> Teachers are using a variety of tools to design curriculum based on student performance in formative assessments. These assessments also help to drive some grouping strategies within 79% of the classrooms. Student performance is analyzed within PLCs in order to identify student needs for intervention or enrichment as well as to monitor their progress towards proficiency in a summative assessment. Workshop classes use differentiated programs to help support student needs and monitor their progress in an effort to help them improve their reading and math proficiency.	

**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
Content-based curriculum	Pacing Guides
Teachers monitor student student's progress via pre- and post-assessments, remediation/enrichment activities and summative assessments during PLCs	Social Studies and Science CFA cycles Math and ELA Data Cycles
Go Math embedded assessments used in all math classes	Pre-test, Post-test, Are You Ready?, Assessment Readiness results (Go Math curriculum)
Students reflect on the connection between Second Step lessons and the General Learner Outcomes after each unit	Second Step/GLO unit reflections (teams)
Multi-disciplinary approach to content	IDUs
Assess rigor and relevance of content assessments	Best Practice and Academic Vocabulary Share outs
<p><b>Evaluation:</b> Teachers effectively use standards-based, curriculum-embedded assessments in order to demonstrate student achievement of academic standards and General Learner Outcomes. Pacing Guides are created using the academic standards appropriate to grade level and content and are based on both Formative and Summative assessments which are evaluated and modified using the Data Cycle/CFA process in PLC to best support student growth. During Ho'okele, students participate in SEL curriculum via Second Step as well as goal setting and reflection processes on Thursdays (grade reflections, goal setting, career pathways, etc.).</p>	

## **HIDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learning needs from Task 2.

### **Summary (including comments about the identified preliminary student learning needs):**

Kea'au Middle School effectively uses multiple types of assessments in analyzing student progress towards growth. Departments meet weekly to analyze formative assessment data and the findings show that 73% of teachers are using this data to drive their instruction. The school leadership team meets monthly and use data to identify professional development needs, and to allocate resources in order to demonstrate continuous results. Teachers are effectively providing feedback to both students and parents via Infinite Campus Online Gradebook, Home-School Notebook communication, Parent Teacher Conferences, and individual teacher or teacher team phone calls home and overall data is made available to all stakeholders in monthly SCC meetings. All homeroom teachers are helping students monitor their progress and helping them set achievement goals based on their current grades. Curriculum is based on grade-level standards and contains embedded assessments to identify student needs and growth.

### **Prioritize the strengths and areas of growth for Category D.**

#### **Category D: Assessment and Accountability: Areas of Strength**

1. A variety of resources are available to assess student academic performance and growth using reflection on data and evidence for measurement
2. Consistent review of student performance levels used to inform instruction
3. Regular communication of all levels of data with all stakeholders

#### **Category D: Assessment and Accountability: Areas of Growth**

1. Providing more opportunities for students to evaluate or reflect on their own learning as it pertains to their goals within various content areas

## 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 strategies to encourage parental and community engagement, especially with the teaching/learning process.

#### Parent Engagement

**E1.1. Indicator:** The school implements strategies and processes for the regular engagement of parents and community stakeholders, including but not limited to participation in the School Community Council. Parents and community stakeholders are active partners in the teaching/learning process for all students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular engagement of parents and the community, including being active partners in the teaching/learning process.*

**E1.1. Response:** Effective. Kea'au Middle School currently employs a plethora of strategies and processes for regular engagement of parents and the community, as well as being active partners in the teaching/learning process.

Findings	Supporting Evidence
The strategies and processes that we employ for the regular engagement of parents and the community are the Keaau Middle School Website, Home/School Notebook (HSN), School Messenger, Newsletters, flyers, Marquee and memos. These are effective in providing information to parents.	Opening school year parent information packet Home School Notebook data collection daily and weekly Samples of KMS newsletters
We engage parents and the community in being active partners in the teaching/learning process by making phone calls home, Parent/Teacher conferences, 6th Grade Transition Night, Parent-Teacher-Student Association (PTSA), School Community Council (SCC), Chaperones (school field trip, Christmas parade, school functions) Winter and Spring Concert, All Stars After-School program, and our Open House. These are effective because they provide positive opportunities for outside community members, school partners and families to come together for new opportunities and experiences.	Teacher phone records Parent Teacher Conference information and sign in sheets SynerVoice records PTSA minutes SCC minutes Announcements and sign in sheets

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

<p>(Parent) The strategies and processes that we employ for the regular engagement of parents and the community are effective, because the School Messenger system allows us to communicate with parents and family. We keep parents informed of school activities, student achievement and upcoming school events.</p>	<p>6th Grade Transition Night Book Fair PCNC Sponsored twice a year allows students to engage with parents about books and reading. Marquee Informs the community, families, and students about important dates up coming. PTSA Involvement School Community Council Facebook</p>
<p>At Keaau Middle School we strive to create pathways for every student and for parents to be able to access and understand what is needed for students to prepare for high school, college, careers and beyond. This is done through Ho'okele classroom Self Exploration (6th), Exploring Me and the Community (7th) and Me and the World (8th) lessons. All students are exposed to Career and Goal Setting. The weekly schedule includes social emotional learning, personal attendance and grades, monitoring on Infinite Campus, study hall time, and weekly/monthly goal setting. Second Step Tuesdays SEL is helpful in teaching students social skills. Teacher has time to help students transition from elementary years to high school. Team building gives students confidence and a sense of belonging.</p>	<p>Grade Level Hookele schedules Ho'okele Folders and/or Tablets Second Step overview and lesson plans</p>
<p>Counselor &amp; Teachers regularly communicate student progress and challenges and successes to parents.</p>	<p>Calls home logged Counselors and teacher parent contact logs Positive referral forms Parent/teacher conferences</p>
<p>Information is shared on the Keaau Middle School Website.</p>	<p><a href="http://www.keaumiddle.org/">http://www.keaumiddle.org/</a></p>
<p>Regular engagement of community support connects the school to the community.</p>	<p>Donations Salvation Army Bay Clinic/Vision/Dental Svcs. Food Bank Big Island Aids Foundation (Sista project/ Bradda project)</p>

## Kea'au Middle School HIDOE/ACS WASC Self-Study Report

	After School All Stars Keaau Christmas Parade
Summer enrichment program: Kea'au Middle School, in joint collaboration with Hawaii Community College and Teaching Change, will be offering a variety of courses for our students to explore. This free program provides meals as well as bus transportation.	<a href="http://www.keaumiddle.org/summer-enrichment.html">http://www.keaumiddle.org/summer-enrichment.html</a>
Opportunities for students to have connections to the community to enrich and support their academic and social-emotional well-being are: NJHS CAP Program (Attendance Program) Community Supported Agriculture (CSA) Salvation Army Community Partnership	Honors Society Induction Ceremony Court involvement Plants donated for P-14 landscaping Skill Development meetings: anger management, positive behavior counseling sessions.
Family Fun Holiday Games and Crafts Night, Nov. 30, 2018 / Bingo Nights/ Movie Night	PCNC coordinates parent involvement

### Parent/Community and Student Achievement

**E1.2. Indicator:** Parents and the school community understand that academic standards and General Learner Outcomes define expected student achievement, behavior and learning goals.

**E1.2. Prompt:** *To what extent do parents and the school community understand that academic standards and General Learner Outcomes define expected student achievement, behavior and learning goals?*

**E1.2. Response:** Effective. The parents and school community of Kea'au Middle School understand, to a high extent, that academic standards and General Learner Outcomes define expected student achievement, behavior and learning goals.

Findings	Supporting Evidence
Academic standards and expected learning goals and behavior are stated and described in the beginning of school packets and course syllabi, sent home to the parents of all students, signed by the parents, and returned back to school. These include phone numbers/email addresses for parents to get additional information or to ask questions	Beginning of year school packets Course syllabi for each course Keaau Middle School website: <a href="http://www.keaumiddleschool.org">www.keaumiddleschool.org</a> Open House Slides and information Home School Notebook (HSN)

regarding these standards and goals. These are also provided to parents/school community through the school website. In addition, these are also printed in the Home School Notebook (HSN, also called planner) that provide both students and parents with his ame information.	
<p>There are a variety of ways and opportunities that the school communicates with parents and seek their involvement; for example:</p> <p>6th Grade Transition Night KMS Newsletter / KMS Website KMS Robotics Team Open House Planner HSN Recognition Awards SBA parental report Infinite Campus Bay Clinic Dental and Eye Exams Beginning of year introduction Packet / PT Conferences</p>	<p>Sign-ins Flyers Newsletters SynerVoice messages</p>

### Parents' Communication and Understanding of their Children's Learning and Academic Achievement

**E1.3. Indicator:** Parents are informed and aware of how their children are learning and achieving through regular communication processes and procedures with school staff.

**E1.3. Prompt:** *How effective are the processes and procedures that are in place to keep parents informed and aware of how their children are learning and achieving?*

**E1.3. Response:** Somewhat Effective. The processes and procedures in place to keep parents informed and aware of how their children are learning and achieving are moderately effective.

Findings	Supporting Evidence
Parents are informed and aware of how their children are learning and achieving through phone calls home, report cards/mid-quarters, Parent/Teacher Conferences twice a year, Newsletters, and access to Infinite Campus (Attendance/Gradebook) and Individualized Educational Program for IDEA students.	<p>School calendar Parent-teacher conference documents Parent communication logs</p>



This is effective because it provides parents with up-to-date information on their child's progress, however increased parent/family engagement would greatly amplify student success.	
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### Student-Parent-Staff Collaboration

**E1.4. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning pathway, college/career, and/or other educational options.

**E1.4. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning pathway, college/career and/or other educational options.*

**E1.4. Response:** Effective. Through the Ho'okele program, students, staff, and parents engage in collaborative development and monitoring of student's personal learning pathways.

Findings	Supporting Evidence
At Keaau Middle School we strive to create pathways for every student and parent to be able to access and understand. This is done through Ho'okele class. The weekly schedule includes Social Emotional Learning, personal attendance and grades monitoring on Infinite Campus, study hall time, and weekly/monthly goal setting. Second Step SEL is helpful in teaching students social skills. Teacher has time to help students transition from elementary years to high school. Team building gives students confidence and a sense of belonging.	Ho'okele Lesson Plans Second Step Lesson Dashboard Infinite Campus data records Second Step Dashboard
Parents and the school community collaborate in developing and monitoring a student's personal learning pathway, college/career and/or other educational options to a high extent. During Ho'okele, 6th grade students learn about self-awareness and exploring career options, 7th grade students engage in career research (RIASEC) and 8th grade students focus on Career/College Pathways. The AVID program provides both parents and students the opportunity to be involved through an interview process. The Read 180 program	Ho'okele Curriculum and information sent home Counseling presentations on Holland SDS and Career Pathways AVID Curriculum Read 180 System 44 curriculum Excursions and transition meeting minutes and sign-in sheets

provides college/career exploration for students. Collaboration is also done through incoming 6th grade and outgoing 8th grade transition meetings for IDEA students.	
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## Community Resources

**E1.5. Indicator:** The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

**E1.5. Prompt:** *Evaluate the effectiveness of the school's use of community resources to support students.*

**E1.5. Response:** Effective. Keaau Middle School employs a variety of community resources to support students including business partnerships, non-profits, the military and other organizations.

Findings	Supporting Evidence
Kea'au Middle School's use of community resources to support students is very effective. After-School All-Stars, PTSA, SCC, Elks Club, Stay-Humble-Pray, Honoka'a High School Band, Military, Food Basket, Salvation Army, Lions Club, School Resource Officer (SRO), Honolulu Museum of Art are a few community resources we use to support students. Students also have access to the "Speak Now" mobile application to report bullying.	School calendar Newsletters

## E2. School Culture Criterion

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

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** 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.

**E2.1. Prompt:** *Comment on the effectiveness of the processes/procedures (e.g., School Safety Committee) and its roles and responsibilities in ensuring a safe, clean, and orderly environment that supports students' physical health and safety.*

**E2.1. Response:** Effective. We believe that the processes/procedures in place to be effective. This is based on the various systems described in the findings column below that show our school has a clean, safe, and orderly environment.

Findings	Supporting Evidence
The school Safety Committee meets quarterly to discuss current safety concerns, how to remediate these concerns, and to debrief safety drills. In order to ensure that the process is comprehensive and effective, representatives from all role groups are included as members of the safety committee (Head Custodian, SFSM, Counselor, Office Clerk, Administration, SSA, Health Aid, etc.).	Safety Committee Minutes
Emergency Binders are supplied to each teacher at the beginning of the school year. Emergency binders house emergency procedure quick sheets, evacuation routes, emergency attendance sheets, etc. They are updated and procedures reviewed annually on admin day. First aid kits are also refilled annually and supplied to every room.	Emergency binder in all classrooms Administrative (day at the beginning of the school year) agenda/PowerPoint
Kea'au Middle School currently has approximately 20 faculty and staff members certified in the QBS Safety Care protocol which is the State's mandated de-escalation and physical management program. Certified staff include administrators, security staff, custodians, Educational Assistants, and counselors. Have a core group of staff trained in de-escalation as well as physical safety and management increases the safety of all students and staff on campus. Additionally, all certificated employees were trained on the Safety Care de-escalation strategies to aid in positive classroom management practices and potentially decrease the need for crisis management.	Sign in sheets of Safety Care training Copy of Safety Care Manual
AED Training for staff/faculty was provided.	Staff/faculty sign in sheet for AED training with Hawaii County Fire Department personnel 3 AED's on campus at gym, office and health

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

	room (portable)
Keaau Middle School places value in promoting and supporting students' efforts to be physically healthy. Each grade level has an elective course focused on healthy living and/or physical fitness. Students who enroll in 7th and 8th grade Physical Education courses complete a physical fitness test at the end of each semester. This test encompasses skills such as endurance running and strength challenges	Course list/descriptions Physical Fitness Test data from the 7th and 8th grade PE teachers
<p>All safety drills are completed as required. Fire drills are done at least once per quarter and earthquake, bomb, shelter-in-place, and lockdown drills are done once annually. Additionally, an off-campus evacuation drill is done during second quarter or each school year.</p> <p>Subsequent to the drills, the safety committee meets to determine areas/processes that may provide challenges. This process allows for continued improvement in safety practices and prepares students and staff in case of a true emergency. Although not mandated, repeating safety drills during second semester that are currently mandated only during first semester would help to keep processes and procedures fresh in everyone's mind.</p>	<p>Letters to parents informing them about safety drills</p> <p>Safety drill data sheets</p>
School Security Attendants (SSAs) are stationed at strategic locations throughout campus during unstructured (i.e. recess, lunch) times. They monitor school safety concerns that come up before, during, and after school, and provide supervision at the bus loading area before and after school. They are visible in areas where students congregate and respond to needs as they arise. They also help to ensure the effectiveness and success of school safety	Daily time sheets for SSAs

## Kea'au Middle School HIDOE/ACS WASC Self-Study Report

drills. In addition to SSAs, all certificated staff as well as School-Based Behavioral Health Specialists provide recess supervision on a weekly rotating schedule.	
A School Resource Officer is assigned to the Keaau Middle School campus. Officer Sampaga is a valued member of the community who contributes in various ways such as providing additional supervision, providing legal guidance on severe disciplinary issues, building positive relationships with students, and providing D.A.R.E. education to students.	List years/time sheet DARE Artifacts
Keaau Middle School has a full-time School Health Aid (SHA) available to meet the immediate health needs of all students and staff. KMS also partners with many community organizations to address the more serious and/or long-term health needs of students. The Bay Clinic mobile van comes monthly to provide both medical and dental services. Project Vision Hawaii provides eye exams and free eyewear for students in need. Additionally, the Department of Health provides an annual Flu Vaccine Clinic every fall and the school has access to services through the Public Health Nursing program.	Position list Bay Clinic Dental Van, Project Vision Hawaii, Flu Vaccination Clinic (Dept of Health) Calendar entries

### Discipline and Behavior Management System

**E2.2. Indicator:** The school has an effective discipline and behavior management system that supports learning, growth, and development of student responsibility.

**E2.2. Prompt:** *Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development of student responsibility.*

**E2.2 Response:** Effective. Longitudinal discipline data indicates that the discipline and behavior management system currently in place at Keaau Middle School is effective.

Findings	Supporting Evidence
Keaau Middle School continues to work on strengthening the effectiveness of the multi-tiered system of support. A strong emphasis has been placed on the improvement of Tier I	Moena Ha IDU support days (grade 7 core subjects)

<p>core instruction through numerous initiatives such as the BERC Learning Walk and Moena Ha Lesson Planning protocols.</p> <p>Tier I Social-Emotional Learning (SEL) is being addressed through the implementation and monitoring of fidelity of the Second-Step Program.</p> <p>Keaau Middle School uses the CORE meeting process to identify, monitor, and moves students through Tiers II and III academic and/or SEL/behavior supports.</p>	
<p>Multiple counseling personnel are available to address the varying social-emotional needs of all students on campus. Grade level counselors are available to address the needs of all students on campus. Keaau Middle School also employs a full-time high-risk counselor whose primary responsibility is addressing students with more specialized needs including those who qualify for Section 504 services and those in specialized placements such as the Alternative Learning Center. There are currently three School-Based Behavioral Health Specialists at Keaau Middle School to provide specialized counseling and behavior modification services to high needs students, specifically those who receiving services under IDEA or Section 504. Although each group of counselors has a specialized role and skill set, they work cohesively as a team to meet the unique Social-Emotional needs of all students at Keaau Middle School.</p>	<p>Master Schedule which includes one counselor for each of the three grade levels, and one 504 counselor, plus three SBBH's.</p>
<p>The Learning Resource Center (LRC) at Keaau Middle School provides students with an on-campus restricted learning environment as an alternative to off campus disciplinary consequences/suspension. The LRC program is continually monitored and modified with the goal of providing important social-emotional learning opportunities and</p>	<p>LRC schedule Student discipline logs Sample reflections</p>

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

decreasing recidivism rates. The current LRC program integrates academic work (provided by the students' teachers), reflection on behavior, group counseling, as well as a community service component.	
Administration has worked with the custodial staff to implement a Campus Community Service (CCS) program as an alternative to detention and other more punitive disciplinary actions. CCS students engage campus beatification, assisting in the cafeteria, etc., during unstructured time as an opportunity to be productive and give back to the school community.	CCS Log
Keaau Middle School strives to engage students with high needs through a multitude of alternative education settings and programs. For high needs special education students, KMS currently has a medically fragile fully self-contained classroom (FSC), a life-skills FSC for those with severe cognitive challenges, as well as two FSCs specifically designed to meet the needs of students with emotional and/or behavioral challenges. The Alternative Learning Center (ALC) is available for general education students in need of a smaller learning environment due to academic or behavioral challenges. Students in need of credit recovery are provided the opportunity to make up courses free of charge through the after school Alternative Education Learning Center (AELC) where they are able to make up course credits at their own pace using online curriculum. For the highest need general education and special education students unable to attend school during the school day for disciplinary or other reasons, the Twilight program provides after-school instruction by a certified teacher.	Master Schedule
At the beginning of each school year, all students are provided with a copy of the	HSN Chapter 19 booklet

Schoolwide Expectations and Student Conduct Handbook and a copy of the Chapter 19 Disciplinary. Chapter 19 information is also included in the Home School Notebook (HSN) to provide an easily accessible guide for stakeholders to use as a reference.	Schoolwide Expectations and Student Conduct Handbook
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### Culture of Trust, Respect, and Professionalism

**E2.3. Indicator:** The school has a culture where all stakeholders are respected, welcomed, supported, and feel safe at school: socially, emotionally, intellectually, and physically.

**E2.3. Prompt:** *To what degree does the school create a culture where stakeholders are respected, welcomed, and supported, and feel safe in school?*

**E2.3. Response:** Effective. Systems, processes, and activities at Keaau Middle School create a culture where the majority of stakeholders (faculty, staff, students, parents, and community members) are respected, welcomed, supported, and feel safe in school.

Findings	Supporting Evidence
Keaau Middle School participates in the Paepae Hou teacher mentoring program, assigning a school-based mentor to all new teachers. The mentoring program facilitates relationship building, a sense of belonging, and valuable support for new teachers.	Mentor group list
Favorability of school climate and safety data has decreased over the last 3 years. Although some of the decline may be attributed to continuous changes in how this data is collected and measured, Keaau Middle School recognizes and continues to implement strategies and processes to address the need for improvement in this area.	SQS data TRIPOD data

### High Expectations (e.g., Student Code of Conduct) for Learning and Behavior

**E2.4. Indicator:** The school has high expectations for students' behavior and learning within a culture that recognizes and addresses individual differences.

**E2.4. Prompt:** *Evaluate the school's culture and how it supports high expectations for students' behavior and learning within an environment that recognizes individual differences.*

**E2.4. Response:** Effective. High expectations for student behavior and learning are highly supported by a school culture that recognizes students' individual differences and needs.



Findings	Supporting Evidence
Students with disabilities have access to both Modification Plans under Section 504 or Individualized Education Programs via IDEA depending on their unique needs.	504 counselor, eCSSS, Case managers
To address the diverse needs of all learners across the continuum Keaau Middle School offers both honors classes (for those capable of an accelerated curriculum) as well as reading and math workshop classes (for those needing remedial skills work).	Class rosters Honors entrance/exit criteria by department
Positive referrals are utilized to recognize students who go above and beyond expectations for behavior and/or academics. The use of the positive referral process builds incentives for meeting and or exceeding expectations.	Positive referral forms
Student of quarter/month/year	Grade level minutes/SAC
Teachers use academic vocabulary with their students from a list of common grade-level words that are predetermined at the beginning of the school year. Teachers then provide accommodations to IDEA students in accordance with their individual education programs.	Common grade level vocabulary words are displayed in every classroom. Student work is regularly looked at and discussed at PLC meetings, one a schedule of once every two weeks. The lead person of each PLC complies the samples of student work provided by the teachers.

## Diversity

**E2.5. Indicator:** The school promotes and provides learning experiences that reflect a culture of diversity of its representative student population.

**E2.5. Prompt:** *Provide examples and evaluate the effectiveness of how the school promotes and provides learning experiences that reflect a culture of diversity for its representative student population.*

**E2.5. Response:** Effective. The school provides an array of support services for ELL, programs that integrate Hawaiian language and culture, NJHS membership, and student character development to foster and promote diversity on campus.

**Kea'au Middle School HIDOE/ACS WASC Self-Study Report**

<b>Findings</b>	<b>Supporting Evidence</b>
The ELL program provides supportive learning experiences for the school's students who come with limited English-speaking proficiency. The program's effectiveness is shown through ELL testing during the month of February, or at other times when new students enroll in school.	ELL Classes/indicators ELL professional development records (WIDA/GLAD) Support from the ELL teacher to grade level teams about student proficiency levels and possible differentiation strategies In reg-ed class monitoring; individual and group support from EL teacher PPT and PTT
The 'Āina Aloha program, through the Department of Education Hawaiian Studies Office, provides training and support to the six participating teachers, to enrich their students with Hawaiian language, culture and values. This reflects the school's culture of diversity as 44% identify themselves as Hawaiian (2017/2018 data).	Kea'au Middle School 'Āina Aloha team meeting minutes, and project proposal
Teachers were provided a half day of professional development during the teacher meeting/training days at the start of the school year, on the Hā: Breath initiative. This provided teachers with strategies on how to infuse Hawaiian values in their classroom.	Teacher sign in for the Hā: Breath training component of the professional development sessions at the beginning of the school year Hā: Breath posters displayed in classrooms
The Hawaiian language and Polynesian music elective classes promote Hawaiian language and cultural learning experiences that support our student population's cultural diversity, which includes 44% Hawaiian plus a smaller number of other Polynesian students (Samoan and Tongan), whose culture/language is very closely related to Hawaiian.	Hawaiian language course syllabus/records Polynesian music course syllabus/records/ classroom display posters and cultural artifacts available to students
The school has an active National Junior Honor Society to further enrich our high-achieving students.	National Junior Honor Society Google site National Junior Honor Society advisor's binder
The school master schedule provides a variety of elective class offerings, and the general design of students' schedules allows for two elective classes in addition to the four required core classes.	Master schedule

Ho'okele or record room classes regularly provide Second Step lessons that promote positive student interaction and behavioral growth that help students work toward reaching their potential within our diverse student population	Second Step classroom student reflections Second Step curriculum binder/materials
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### E3. Student Support Criterion — Personalization

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

#### Personalized Support

**E3.1. Indicator:** The school ensures that every student's education is personalized, informed by high-quality data, and advances them toward readiness for success in career, college, and community. This includes monitoring and making appropriate changes in students' personal learning pathways (e.g., classes and programs) based on regular evaluation.

**E3.1. Prompt:** *Evaluate the degree to which all students receive personalized support informed by high-quality data and regular monitoring and assessment to advance them for success in career, college, and community.*

**E3.1. Response:** Effective. At Keaau Middle School we strive to create personal learning pathways for every student informed by high-quality data.

Findings	Supporting Evidence
At Keaau Middle School we strive to create personal learning pathways for every student informed by high-quality data. This is done through Ho'okele class. The weekly schedule includes Social Emotional Learning, personal attendance and grades monitoring on Infinite Campus, study hall time, and weekly/monthly goal setting. Second Step SEL is helpful in teaching students social skills. Teacher has time to help students transition from elementary years to high school. Team building gives students confidence and a sense of belonging.	Social emotional learning curriculum (Second Step) Student GLO journals Student goal-setting logs Infinite Campus STAR data
Student's education is further personalized through special programs on campus that meet individual needs such as Math and Reading Workshop, NJHS, AVID, etc. AVID, NJHS, AELC, Dreambox, Twilight, CAPP, and Read 180 have all proven to be effective programs. Mathletics is a new program this school year, so we cannot comment on its overall effectiveness.	Alternative Education Learning Center AVID National Junior Honor Society Read 180 Mathletics Dreambox

<p>There is some disagreement about the effectiveness of Honors classes as research data shows that students at all skill levels benefit greatly from heterogeneous groupings where the higher level students can mentor and help lower level students with natural opportunities to discuss and share their thinking. Our IDEA programs have been determined to need work per the state. We are currently working with Stetson Group on a Hui Pu program to improve our Special Education Programs and Services. This year we are beginning to develop co-teaching programs and improve teaching in inclusion settings. The Salvation Army Group may or may not be effective. While our discipline data shows significant improvements over the last three years, Salvation Army serves only a small portion of those repeat offenders, and no data has been collected on only those students.</p>	<p>Honors Courses IDEA (IEP and 504 plans) Twilight Salvation Army Social Skills Group Chronic Absentee Participation Program (CAPP)</p>
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### Variety of Programs

**E3.2. Indicator:** 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.

**E3.2. Prompt:** *How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation to promote college and career readiness.*

**E3.2. Response:** Somewhat Effective. The processes at our school that allow students to make appropriate choices and pursue a full range of college/career and/or other educational options are somewhat effective. Students sometimes still make poor choices due to high level of ACE scores and low socio-economic population.

Findings	Supporting Evidence
<p>The 7th grade counselor visited 7th and 8th grade social studies classes. The 7th grade classes did a self-directed search survey to see what careers would be suitable for them based on their interests. The 8th grade took a career pathways survey to connect to curriculum at the high school. This program is effective in that it makes students aware of future career possibilities that they may be well suited for.</p>	<p>Holland Code connects to careers (RIASEC)</p>

## Kea'au Middle School HDOE/ACS WASC Self-Study Report

During Ho'okele, students complete career exploration lessons: 6th grade - personal goals 7th grade - career awareness 8th grade - college/career pathways	Ho'okele Student Folders, Google Classroom, KMART data on GLO connections
College is promoted through a variety of activities such as Monday College Shirt Day, college flags displayed in A building, college posters in every classroom, College Week.	College Week plans, classrooms, A Building

### Diverse Opportunities

**E3.3. Indicator:** Students have diverse opportunities to explore, plan, and prepare so that they graduate from high school ready to succeed.

**E3.3. Prompt:** *Evaluate the extent to which students are provided with diverse opportunities to explore, plan, and prepare for future success after graduation.*

**E3.3 Response:** Effective. All students are provided with diverse opportunities to explore, plan, and prepare for future success after graduation.

Findings	Supporting Evidence
Some students are provided with diverse opportunities to explore, plan, and prepare for future success after graduation through the AVID program, NJHS, Band, and their related field trips. Other students are provided opportunities through team field trips, 8th grade High School Orientation and Career Day, school wide guest speakers/assemblies, school wide AVID initiatives, Ho'okele College/Career lessons, Summer Enrichment Programs, and STEM programs.	AVID Binders Binder check data Student HSN Ho'okele schedule AVID strategy sharing on google drive Field trip permission forms NJHS advisory binder

### Meeting Graduation Requirements (or end of grade span requirements)

**E3.4. Indicator:** The school implements academic support programs to ensure students are meeting all graduation requirements.

**E3.4. Prompt:** *Comment on the effectiveness of the academic support programs to ensure students are meeting all graduation requirements or end of grade span requirements.*

**E3.4 Response:** Effective. Our support programs to ensure students are meeting all graduation requirements or end of grade span requirements are very effective.

Findings	Supporting Evidence
<p>Academic supports that our school provides for our students to meet all graduation requirements are Reading and Math workshops, AELC (Alternative Educational Learning Center) Credit Recovery, Summer Credit Recovery, Twilight Program, Ho'okele Grades and attendance checks, IEP transition meetings, D/F mailings by the counseling department, modifications and accommodations for students with disabilities.</p> <p>Our retention rates for the last 3 years are as follows:  2017 - 0%  2018 - 1%  2019 - 1%</p> <p>This indicates that these programs are effective.</p>	<p>Class rosters for Workshop classes  AELC  Twilight class  Summer Credit Recovery  Ho'okele Lesson Plans (Second Steps)  IEPs - plans, sign in, and meeting agendas  Counseling data</p>

### Appropriate Services

**E3.5. Indicator:** The school regularly analyzes data to determine student learning needs and allocates appropriate resources to support student services, such as counseling/advisory services, psychological and health services, or referral services.

**E3.5. Prompt:** *Evaluate how the analysis of data is used to determine student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including support and services for students who are at-risk.*

**E3.5. Response:** Effective. Data are analyzed in many different ways and used to determine student learning needs and the allocation of resources.

Findings	Supporting Evidence
Progress monitoring for academic and behavioral needs among KMART (Keaau Middle ARTiculation Team) meets monthly.	<p>Behavioral contracts  Tier 2 supports (Check in-Check out)  ILI (Initial Line of Inquiry formally known as FBA/BSP)  Academic/Financial Plan  Academic data on workshop classes</p>
Teachers evaluate students' behavior during 1st semester to determine the amount of support certain students need.	<p>BEISY reports  SIMS data  BASC forms</p>

At Core Meetings, members bring up students that are discussed at grade-level meetings and talk about tier 2 interventions.	Meeting minutes Student concerns log School-level testing data Core Meeting Minutes
At Data Team meetings, teachers work together by subject area to collect data on student learning and academic needs and refine instruction to meet those needs.	Data Team Cycle Notes

### Attendance Policy

**E3.6. Indicator:** The school has an effective attendance policy and student follow-up process that ensures attendance is valued, encouraged, and supported.

**E3.6. Prompt:** *Evaluate the effectiveness of the school's attendance policy and the student follow-up process, which ensures that attendance is valued, encouraged, and supported.*

**E3.6. Response:** Effective. Our school's attendance policy is very effective as evidenced by our continually improving daily attendance averages.

Findings	Supporting Evidence
Kea'au Middle School has an attendance policy. After 5 absences, the Ho'okele (Advisory) teacher begins to contact families. After 10 absences the counseling department initiates the Chronic Absentee Prevention Program. Non-Attendance court petitions are filed after 20 unexcused absences. School wide quarterly attendance awards are given at grade level assemblies. We have school wide Challenge 5 announcements and posters. These programs are effective in that attendance has improved over the last 4 school years.	Non-Attendance Petition Data (Ask Counselors) Perfect Attendance Awards (ask Janean Stone) CAPP program rosters, meeting agendas, CAPP data Daily Attendance Data: 2016-17 91.6% 2017-18 91.8% 2018-19 92.3% 2019-20 94.5% (as of September)

### Transitions

**E3.7. Indicator:** The school has an effective process in place to support students who are transitioning between grade levels or transferring to a new school.

**E3.7. Prompt:** *Evaluate the effectiveness of the process to support students who are transitioning between grade levels or transferring to a new school.*

**E3.7. Response:** Effective. Keaau Middle School has many effective programs and opportunities to assist with transitions to Middle School and High School.

Findings	Supporting Evidence
Kea'au Middle has transition meetings with the elementary and high schools at the end of the school year.	Transition meeting schedules (SCC clerk)
5th to 6th Grade transition night invites students with parents to visit the school and meet teachers at KMS, learn about the programs and classes available.	School calendar
Summer bridge programs are an opportunity for students to become familiar with their upcoming school environment. We participate in programs for 5th graders coming up to 6th grade and for 8th graders going up to 9th grade.	Course schedules
Leadership students meet new students at the registrar's office to show them around the school.	Leadership Course Information
6th grade orientation- the day before the 1st day of school for all students	Orientation Day Schedule
8th grade Transition to High School field trip.	Field Trip Agenda

#### E4. Student Support Criterion – Accessibility

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community to ensure academic success.

##### Equal Access to Curriculum and Support

**E4.1. Indicator:** All students have access to a rigorous, relevant, and coherent curriculum. 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).

**E4.1. Prompt:** *To what extent do all students have access to a rigorous, relevant, and coherent curriculum? Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.*

**E4.1. Response:** Effective. All students have substantial access to rigorous, relevant and coherent curriculum. Classes and programs encompass an array of students from various demographics based on student needs.



Findings	Supporting Evidence
<p>All students enrolled in Keaau Middle School (KMS) have access to a rigorous, relevant, and coherent curriculum. All classes implement standards-based curriculum that includes Common Core State Standards in ELA and Math classes, Next Generation Science Standards in Science classes and C-3 Framework Standards in Social Studies classes. IDEA, ELL and students with special needs may be enrolled in inclusion classes taught by highly qualified professionals. Honors classes are offered to students who excel in the regular education classes. After-school tutoring, alternate education and summer programs are offered for students who wish to further their education beyond the regular classroom setting or are in need of recovery credits. Math and Reading intervention classes are also available for struggling learners.</p>	<p>Master Schedule Credit Recovery Curriculum Maps Student Schedules 504 and IEP PLC (department minutes, data cycles, curriculum collaboration) Twilight school / ALC / FSC / homebound AELC (SY2017-18 &amp; 2018-19) ASAS / Uplink Tutoring Inclusion classes Honors classes Math Intervention / Read 180</p>
<p>Students and Staff belong to grade level teams which enable student access to rigorous, relevant, coherent interdisciplinary curriculum. Team Core teachers work together to plan Interdisciplinary Units that give students the ability to apply knowledge and skills across the content areas. Elective classes provide additional support by applying core content skills and practices in their own curriculum. Educators at KMS also implement best practices, technological resources and AVID strategies such as organizational skills and Cornell notes to foster student success.</p>	<p>Interdisciplinary Units Elective classes Use of Google Classroom in courses (e.g., ELA, Soc St, Sci, Media) AVID Strategies binder and PLC notes (sharing/curriculum collaboration) Google classroom; Go Math assignments given online</p>

### Student Activities

**E4.2. Indicator:** The school provides students with both curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences.

**E4.2. Prompt:** *To what extent does the school provide students with both curricular and co-curricular activities that promote civic engagement and responsibility and support academic*

## Kea'au Middle School HIDOE/ACS WASC Self-Study Report

*learning experiences? Provide current examples of curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences.*

**E4.2. Response:** Somewhat Ineffective. Kea'au Middle School provides students with a limited extent of both curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences.

Findings	Supporting Evidence
KMS provides a variety of curricular and co-curricular activities that are driven by the grade level teams, Student Activities Coordinator, student leadership groups, National Junior Honors Society and individual staff members (teachers, counselors), as well as through the After School All Stars/Uplink program. Supporting evidence show specific activities that promote civic engagement, responsibility and support academic learning experiences.	IDU Team Projects SAC School Wide Activities NJHS Service Projects Staff-led Programs ASAS/Uplink Projects
Service Learning	IDU service project (6th grade Gold)
Awareness Activities	Unity Day, sign-waving, MADD Halloween sign waving, College Week

### Meeting Student Needs Through Student Activities

**E4.3. Indicator:** The school has a process for regularly evaluating the degree to which the school's student activities are meeting the needs of students and support their learning and personal development.

**E4.3. Prompt:** *Evaluate the school process for regularly evaluating the degree to which the school's student activities are meeting the needs of students and support their learning and personal development.*

**E4.3. Response:** Somewhat Ineffective. Kea'au Middle School does not currently implement a formal evaluation process for all student activities. Data is kept and reviewed both monthly and as needed to ensure activities are meeting the needs of students and support their learning and personal development.

Findings	Supporting Evidence
During monthly progress monitoring, a process done through KMART, data is reviewed to evaluate the efficacy of programs on individual student growth.	Progress Monitoring minutes Dreambox data Read 180 data PLC data

**Kea'au Middle School HDOE/ACS WASC Self-Study Report**

Student Activities done through leadership classes and student activities coordinator are evaluated by leadership students. Data is acquired to evaluate the level of student participation in such activities.	Leadership student evaluations Participation data
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## **HIDOE/ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Areas**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified preliminary student learning needs from Task 2.**

### **Summary (including comments about the identified preliminary student learning needs):**

Kea'au Middle School employs a wide range of strategies to encourage parental and community engagement with emphasis on the teaching and learning process. We maintain a safe, clean, and orderly learning environment, cultivating a culture that is characterized by trust, professionalism, high expectations for all students, and sustaining our focus on continuous school improvement.

At KMS, all students receive appropriate support to ensure academic success, as well as personal learning plan aimed at adequately meeting the needs of the child, to help ensure academic success.

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community to ensure academic success.

### **Prioritize the strengths and areas of growth for Category E.**

#### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

1. Outreach to engage parents to be partners in their child's education
2. Procedures in place that address staff and student safety on campus
3. Array of programs that support and recognize individual differences
4. Student transition to and from KMS
5. Attendance initiatives aimed at decreasing student absenteeism

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

1. Continue to improve school culture by implementing programs and strategies to increase student and staff feeling of safety and belonging
2. Provide more opportunities to promote civic engagement and responsibility
3. Establish a process for evaluating that schoolwide activities are meeting the needs of all students and supporting personal development

## 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.

As a result of data analysis from school profile data (chapter 2) and focus group findings, student learning needs were identified that are aimed at increasing academic achievement and growth; and attendance and student engagement in school (students wanting to be at Kea'au Middle).

The two preliminary student learning needs identified from chapter 2 are below:

1. Increase trauma informed practices and support for students
2. Increase individualized support for Sped and EL identified students

Students learning needs identified through the focus group findings are in the table below (Areas of Growth):

	Areas of Strength	Areas of Growth
<b>Category A</b>	1. The number of PD opportunities provided to teachers 2. School-wide organization, procedures, and systems are in place and followed 3. The communication process between KMART and faculty 4. Collaborative process internally between leadership and faculty	1. Participation and engagement of other school stakeholders (e.g. parents)
<b>Category B</b>	1. Core content area curricula are aligned to the grade level standards 2. Curricula are aligned to the General Learner Outcomes 3. Time is dedicated in professional learning communities to review and adjust curriculum to support instruction and address student needs 4. Students have access to a variety of programs and elective courses	1. Using real-world connections in lessons to help prepare students to be college and/or career ready
<b>Category C</b>	1. A variety of instructional strategies are implemented in lessons	1. Utilizing instructional strategies that support Els

**Kea'au Middle School HIOE/ACS WASC Self-Study Report**

	2. Many teachers use multi-media/technology in the delivery of their lessons	2. A school-wide common understanding of student voice  3. Using student voice to inform and adjust instruction
<b>Category D</b>	1. A variety of resources are available to assess student academic performance and growth using reflection on data and evidence for measurement  2. Consistent review of student performance levels used to inform instruction  3. Regular communication of all levels of data with all stakeholders	1. Providing more opportunities for students to evaluate or reflect on their own learning as it pertains to their goals within various content areas
<b>Category E</b>	1. Outreach to engage parents to be partners in their child's education  2. Procedures in place that address staff and student safety on campus  3. Array of programs that support and recognize individual differences  4. Student transition to and from KMS  5. Attendance initiatives aimed at decreasing student absenteeism	1. Continue to improve school culture by implementing programs and strategies to increase student and staff feeling of safety and belonging  2. Provide more opportunities to promote civic engagement and responsibility  3. Establish a process for evaluating that schoolwide activities are meeting the needs of all students and supporting personal development

## Chapter V: Academic Plan

- Self-Study Report, Chapter V: Revised Academic Plan
    - A. 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.).
    - B. 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).
    - C. Include the Academic Plan with proposed revisions.
    - D. Describe the school's overall follow-up process for ongoing improvement.
- 

Currently, Kea'au Middle is in the process of creating the Academic Plan for SY 2020-21 as the format of the plan has changed. A draft of the Academic Plan will be available at the time of the accreditation team visit that include preliminary student learning needs. After the visit is complete and a copy of the visiting report is received, a revision of the plan will be done and submitted to the WASC commissioner.

## **Appendices**

- A. School Strive HI Index Results**
- B. School Trend Report**
- C. School Status and Improvement Report**
- D. School Quality Survey**
- E. Master Schedule**
- F. Teacher and Student Survey Results URLs**
- G. Current Academic Plan**



## A: School Strive HI Index Results (SY 16-17)



# Keaau Middle

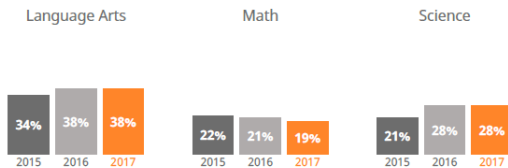
16-565 Keaau-Pahoa Road, Keaau, Hawaii | Hawaii | Kau-Keaau-Pahoa Complex Area

**THE STRIVE HI SCHOOL PERFORMANCE REPORT** is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.



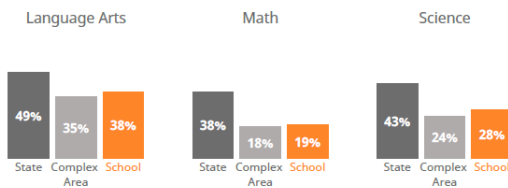
### How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



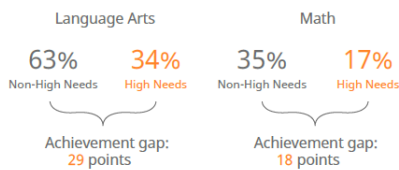
### How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



### How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.



**4%** of students learning English are **on-track** to English language proficiency



### How do students' progress compare to their peers'?

The Median Growth Percentile (MGP) shows the relative progress of the average student on state assessments. For example, an MGP of 60 means the average student performance was better than 60% of students that scored similarly on previous state assessments.

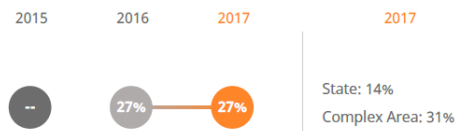


### How many 8th graders read on grade level?

**61%** of 8th graders read **near, at, or above** grade level

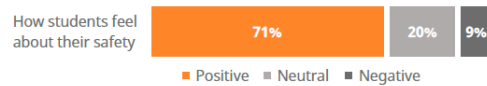


### How many students missed 15 or more days of school this year?



### Do students feel safe at this school?

Measures student responses on the Safety dimension of the School Quality Survey.



## A: School Strive HI Index Results (SY 17-18)



# Keaau Middle

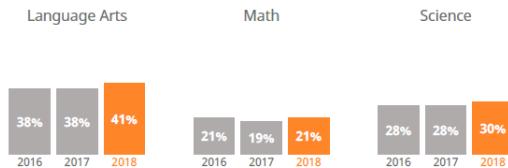
16-565 Keaau-Pahoa Road, Keaau, Hawaii | Hawaii | Kau-Keaau-Pahoa Complex Area

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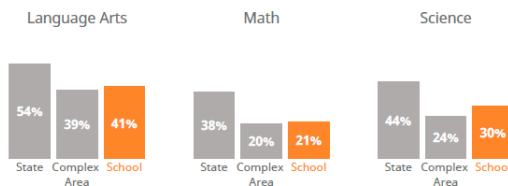
### How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



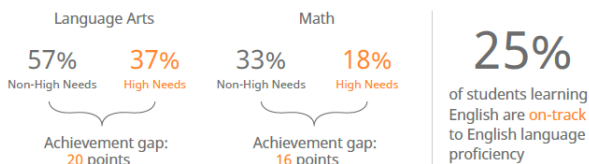
### How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



### How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.



### How are students' academic progress measured?

The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

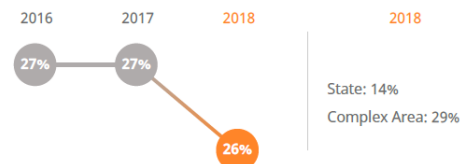


### How many 8th graders read on grade level?

63% of 8th graders read near, at, or above grade level



### How many students missed 15 or more days of school this year?



### How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

68% of students feel positively about their school

## A: School Strive HI Index Results (SY 18-19)



# Kea'au Middle

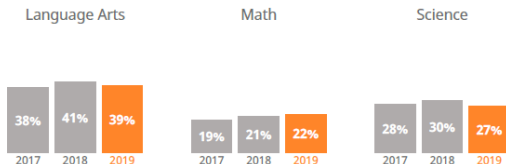
16-565 Keaau-Pahoa Road, Keaau, Hawaii | Hawaii | Kau-Keaau-Pahoa Complex Area

**THE STRIVE HI SCHOOL PERFORMANCE REPORT** is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.



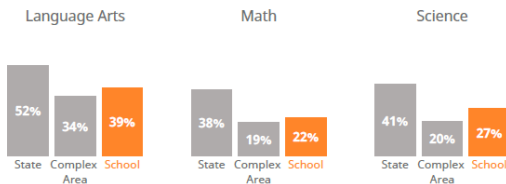
### How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



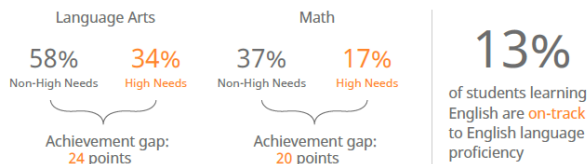
### How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



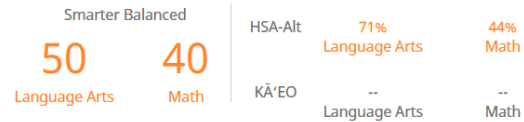
### How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.



### How are students' academic progress measured?

The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

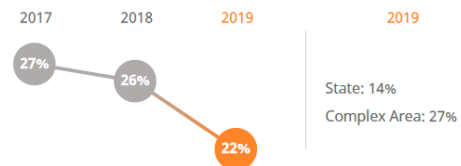


### How many 8th graders read on grade level?

61% of 8th graders read near, at, or above grade level



### How many students missed 15 or more days of school this year?



### How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

66% of students feel positively about their school

## B: School Trend Report (SY 16-17)

Updated as of 11/14/2017

370

Keaau Middle

Trend Report:  
Educational and Fiscal Accountability

## School Report for School Year 2016-2017



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2016-17. The *Guide* is available on-line at <http://arch.k12.hi.us>.

## Background

<b>Student Enrollment</b>	<b>Total</b>	<b>SPED</b>		<b>ELL</b>		<b>Free &amp; Reduced-Cost Lunch Program</b>	
<i>School Year</i>	#	#	%	#	%	#	%
2014-2015	629	77	12.2%	48	7.6%	528	83.9%
2015-2016	668	85	12.7%	38	5.6%	576	86.2%
2016-2017	698	89	12.7%	42	6.0%	**	**

<b>Teachers</b>	<b>Total</b>	<b>Licensed</b>	<b>Years Experience</b>	<b>5+ Years at This School</b>	<b>Classes Taught by Teachers Meeting NCLB Requirements</b>	<b>Advanced Degree</b>
<i>School Year</i>	#	%	Average	%	%	%
2014-2015	41	100.0%	14.5	80%	93%	31.7%
2015-2016	44	97.7%	15.0	75%	90%	38.6%
2016-2017	47	95.7%	14.9	66%	81%	34.0%

## Academic Achievement

<b>HI Statewide Assessment Program</b>	<b>ELA % Meeting Standard by Grade Level</b>							<b>Math % Meeting Standard by Grade Level</b>						
<i>School Year</i>	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2014-2015	na	na	na	30.4	25.5	36.3	na	na	na	na	15.5	19.3	24.8	na
2015-2016	na	na	na	30.7	35.8	43.5	na	na	na	na	14.2	20.3	26.1	na
2016-2017	na	na	na	37.0	35.4	36.0	na	na	na	na	21.3	12.2	23.0	na

<b>HI Statewide Assessment Program</b>	<b>Science % Proficient by Grade Level</b>													
<i>School Year</i>	<b>4</b>				<b>8</b>				<b>HS</b>					
2014-2015	na				20.3				na					
2015-2016	na				27.3				na					
2016-2017	na				26.0				na					

<b>School Year</b>	<b>Retention Rate %</b>			<b>Dropout Rate %</b>	<b>Graduate On-Time %</b>	<b>Others %</b>
	Elementary	Middle	Grade 9	(4-year rate)		
2014-2015	na	1%	na	na	na	na
2015-2016	na	0%	na	na	na	na
2016-2017	na	0%	na	na	na	na

\*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

\*\*School is participating in the Community Eligibility Provision

**Safety and Well-Being**

<b>Students</b>	<b>Average Daily Attendance %</b>		<b>Offenses by Type of Incident</b> (number of suspensions per 1,000 students)					
			<i>Violence</i>		<i>Property</i>		<i>Illicit Substances</i>	
<b>School Year</b>	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2014-2015	na	91.3%	na	197	na	2	na	14
2015-2016	na	92.7%	na	103	na	4	na	13
2016-2017	na	91.6%	na	116	na	24	na	52

<b>School</b>	<b>Persistently Dangerous Schools (NCLB)</b>	<b>Workers' Compensation Claims</b>		<b>Student and Teacher Perceptions on School Safety and Well-Being</b>			
<b>School Year</b>	Yes/No	Total # of claims	% of claims resulting in loss-time	Safety % Positive Responses		Well-Being % Positive Responses	
				Students	Teachers	Students	Teachers
2014-2015	No	--	--	69.1%	85.3%	65.4%	82.2%
2015-2016	No	4	0.0%	74.8%	79.2%	73.4%	75.3%
2016-2017	No	1	0.0%	71.0%	61.3%	70.2%	59.3%

**Civic Responsibility**

	<b>Young Voter Registration</b>	<b>We Vote Hawaii</b>		<b>Students Who Are Not Suspended</b>	<b>Volunteer Hours</b>
<b>School Year</b>	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2014-2015	na	69	10.9%	71.5%	--
2015-2016	na	--	--	81.2%	--
2016-2017	na	585	83.8%	76.6%	--

**Fiscal Accountability**

<b>School Year</b>	<b>State General Funds</b>				<b>Explanation of Significant Budget Changes</b>
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2014-2015	\$3,667,795	\$550,673	\$451,868	\$98,805	none
2015-2016	\$4,391,208	\$576,497	\$549,937	\$26,560	none
2016-2017	\$4,708,113	\$473,153	\$452,535	\$20,618	none

## B: School Trend Report (SY 17-18)

Updated as of 11/28/2018

370

Keaau Middle

Trend Report:  
Educational and Fiscal Accountability

School Report for School Year 2017-2018



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2017-18. The *Guide* is available on-line at <http://arch.k12.hi.us>.

## Background

<i>Student Enrollment</i>	<i>Total</i>	<i>SPED</i>		<i>ELL</i>		<i>Free &amp; Reduced-Cost Lunch Program</i>	
<i>School Year</i>	#	#	%	#	%	#	%
2015-2016	668	85	12.7%	38	5.6%	576	86.2%
2016-2017	698	89	12.7%	42	6.0%	**	**
2017-2018	697	98	14.0%	36	5.1%	**	**

<i>Teachers</i>	<i>Total</i>	<i>Licensed</i>	<i>Years Experience</i>	<i>5+ Years at This School</i>	<i>Classes Taught by Teachers Meeting ESSA Requirements</i>	<i>Advanced Degree</i>
<i>School Year</i>	#	%	Average	%	%	%
2015-2016	44	97.7%	15.0	75%	90%	38.6%
2016-2017	47	95.7%	14.9	66%	81%	34.0%
2017-2018	48	97.9%	16.3	65%	84%	31.2%

## Academic Achievement

<i>HI Statewide Assessment Program</i>	<i>ELA % Meeting Standard by Grade Level</i>							<i>Math % Meeting Standard by Grade Level</i>						
<i>School Year</i>	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2015-2016	na	na	na	30.7	35.8	43.5	na	na	na	na	14.2	20.3	26.1	na
2016-2017	na	na	na	37.0	35.4	36.0	na	na	na	na	21.3	12.2	23.0	na
2017-2018	na	na	na	42.0	33.7	47.1	na	na	na	na	30.2	17.2	17.2	na

<i>HI Statewide Assessment Program</i>	<i>Science % Proficient by Grade Level</i>													
<i>School Year</i>	<b>4</b>				<b>8</b>				<b>HS</b>					
2015-2016	na				27.3				na					
2016-2017	na				26.0				na					
2017-2018	na				30.5				na					

<i>School Year</i>	<i>Retention Rate %</i>			<i>Dropout Rate %</i>	<i>Graduate On-Time %</i>	<i>Others %</i>
	Elementary	Middle	Grade 9	(4-year rate)		
2015-2016	na	0%	na	na	na	na
2016-2017	na	0%	na	na	na	na
2017-2018	na	1%	na	na	na	na

\*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

\*\*School is participating in the Community Eligibility Provision



Updated as of 11/28/2018

**Safety and Well-Being**

<b>Students</b>	<b>Average Daily Attendance %</b>		<b>Offenses by Type of Incident</b> (number of suspensions per 1,000 students)					
			<i>Violence</i>		<i>Property</i>		<i>Illicit Substances</i>	
<b>School Year</b>	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2015-2016	na	92.7%	na	103	na	4	na	13
2016-2017	na	91.6%	na	116	na	24	na	52
2017-2018	na	91.7%	na	146	na	10	na	43

<b>School</b>	<b>Persistently Dangerous Schools (NCLB)</b>	<b>Workers' Compensation Claims</b>		<b>Student and Teacher Perceptions on School Safety and Well-Being</b>			
<b>School Year</b>	Yes/No	Total # of claims	% of claims resulting in loss-time	Safety % Positive Responses		Well-Being % Positive Responses	
				Students	Teachers	Students *	Teachers
2015-2016	No	4	0.0%	74.8%	79.2%	73.4%	75.3%
2016-2017	No	1	0.0%	71.0%	61.3%	70.2%	59.3%
2017-2018	No	4	25.0%	56.8%	64.9%	na	62.8%

\*In SY2017-2018 all public school students, in grades 3 - 12, (except those eligible for the Alternative Assessment) were administered the safety dimension items (formerly part of the School Quality Survey). The well-being, satisfaction, and involvement/engagement dimension survey items are no longer administered to students.

**Civic Responsibility**

	<b>Young Voter Registration</b>	<b>We Vote Hawaii *</b>		<b>Students Who Are Not Suspended</b>	<b>Volunteer Hours</b>
<b>School Year</b>	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2015-2016	na	--	--	81.2%	--
2016-2017	na	585	83.8%	76.6%	--
2017-2018	na	na	na	79.6%	--

\*The We Vote Hawaii 2016-17 report is the last report issued by Kids Voting Hawaii. Kids Voting Hawaii will no longer administer/run the program.

**Fiscal Accountability**

<b>School Year</b>	<b>State General Funds</b>				<b>Explanation of Significant Budget Changes</b>
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2015-2016	\$4,391,208	\$576,497	\$549,937	\$26,560	none
2016-2017	\$4,708,113	\$473,153	\$452,535	\$20,618	none
2017-2018	\$4,954,875	\$319,104	\$307,933	\$11,171	none

## B: School Trend Report (SY 18-19)

Updated as of 11/19/2019


**370**

**Keaau Middle**

**Trend Report:**

**Educational and Fiscal Accountability**

**School Report for School Year 2018-2019**



A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2018-19. The *Guide* is available on-line at <http://arch.k12.hi.us>.

**Background**

<i>Student Enrollment</i>	<i>Total</i>	<i>SPED</i>		<i>ELL</i>		<i>Free &amp; Reduced-Cost Lunch Program</i>	
<i>School Year</i>	#	#	%	#	%	#	%
2016-2017	698	89	12.7%	42	6.0%	**	**
2017-2018	697	98	14.0%	36	5.1%	**	**
2018-2019	712	97	13.6%	34	4.7%	**	**

<i>Teachers</i>	<i>Total</i>	<i>Licensed</i>	<i>Years Experience</i>	<i>5+ Years at This School</i>	<i>Classes Taught by Teachers Meeting ESSA Requirements</i>	<i>Advanced Degree</i>
<i>School Year</i>	#	%	Average	%	%	%
2016-2017	47	95.7%	14.9	66%	81%	34.0%
2017-2018	48	97.9%	16.3	65%	84%	31.2%
2018-2019	46	97.8%	16.4	63%	75%	34.7%

**Academic Achievement**

<i>HI Statewide Assessment Program</i>	<i>ELA % Meeting Standard by Grade Level</i>							<i>Math % Meeting Standard by Grade Level</i>						
<i>School Year</i>	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2016-2017	na	na	na	37.0	35.4	36.0	na	na	na	na	21.3	12.2	23.0	na
2017-2018	na	na	na	42.0	33.7	47.1	na	na	na	na	30.2	17.2	17.2	na
2018-2019	na	na	na	38.0	39.9	39.2	na	na	na	na	26.9	19.6	18.1	na

<i>HI Statewide Assessment Program</i>	<i>Science % Proficient by Grade Level</i>													
<i>School Year</i>	<b>4</b>				<b>8</b>				<b>HS</b>					
2016-2017	na				26.0				na					
2017-2018	na				30.5				na					
2018-2019	na				26.4				na					

<i>School Year</i>	<i>Retention Rate %</i>			<i>Dropout Rate %</i>	<i>Graduate On-Time %</i>	<i>Others %</i>
	Elementary	Middle	Grade 9	(4-year rate)		
2016-2017	na	0%	na	na	na	na
2017-2018	na	1%	na	na	na	na
2018-2019	na	0%	na	na	na	na

\*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

\*\*School is participating in the Community Eligibility Provision



## Safety and Well-Being

<i>Students</i>	<i>Average Daily Attendance %</i>		<i>Offenses by Type of Incident</i> (number of suspensions per 1,000 students)					
			<i>Violence</i>		<i>Property</i>		<i>Illicit Substances</i>	
<i>School Year</i>	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2016-2017	na	91.6%	na	116	na	24	na	52
2017-2018	na	91.7%	na	146	na	10	na	43
2018-2019	na	92.2%	na	143	na	17	na	20

<i>School</i>	<i>Persistently Dangerous Schools (NCLB)</i>	<i>Workers' Compensation Claims</i>		<i>Student and Teacher Perceptions on School Safety and Well-Being</i>			
<i>School Year</i>	Yes/No	Total # of claims	% of claims resulting in loss-time	Safety % Positive Responses		Well-Being % Positive Responses	
				Students	Teachers	Students *	Teachers
2016-2017	No	1	0.0%	71.0%	61.3%	70.2%	59.3%
2017-2018	No	4	25.0%	56.8%	64.9%	na	62.8%
2018-2019	No	--	--	58.5%	59.6%	na	59.7%

\*In SY2017-2018 all public school students, in grades 3 - 12, (except those eligible for the Alternative Assessment) were administered the safety dimension items (formerly part of the School Quality Survey). The well-being, satisfaction, and involvement/engagement dimension survey items are no longer administered to students.

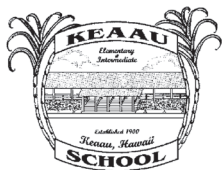
## Civic Responsibility

	<i>Young Voter Registration</i>	<i>We Vote Hawaii *</i>		<i>Students Who Are Not Suspended</i>	<i>Volunteer Hours</i>
<i>School Year</i>	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2016-2017	na	585	83.8%	76.6%	--
2017-2018	na	na	na	79.6%	--
2018-2019	na	na	na	81.7%	--

\*The We Vote Hawaii 2016-17 report is the last report issued by Kids Voting Hawaii. Kids Voting Hawaii will no longer administer/run the program.

## Fiscal Accountability

<i>School Year</i>	<i>State General Funds</i>				<i>Explanation of Significant Budget Changes</i>
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2016-2017	\$4,708,113	\$473,153	\$452,535	\$20,618	none
2017-2018	\$4,954,875	\$319,104	\$307,933	\$11,171	none
2018-2019	\$5,199,359	\$364,384	\$335,641	\$28,743	none



# Keaau Middle School

School Code: 370

Grades 6-8

## School Status and Improvement Report School Year 2016-17



### Contents

**Focus on Standards** p. 1

**School Description** p. 1

**School Setting** pp. 2-3

- Student Profile
- Community Profile

**School Improvement** p. 4

- Summary of Progress

**School Resources** p. 5

- Certified Staff
- Facilities

**Vital Signs** pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

### School Address:

Keaau Middle School  
16-565 Keaau-Pahoa Road  
Keaau, Hawaii 96749

### Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

### School Description

Kea'au Middle School was originally founded as Ola'a School over one hundred years ago, when Hawaii was a territory of the United States. Beginning as an elementary school in 1939, it became a K-9 school and was then known as Kea'au Elementary and Intermediate School. In the 1980's, the 9<sup>th</sup> grade was transferred to high school and in 1997, the elementary and middle schools became two separate entities. Since 1998, the school has been recognized as Kea'au Middle School (KMS). It includes sixth, seventh and eighth grades and occupies the site of the original campus.

KMS is located in the rural Puna District on the island of Hawaii, approximately nine miles from Hilo, and services about 720 students. Many students rely on subsidized bus service from as far as 22 miles away. The school draws from a geographical area of 111.1 square miles that includes several large subdivisions, substandard roads, sparse electric capacities, and limited access to county water.

Many changes within the community have impacted the school. Kea'au went from a small, quiet rural village to a large and sprawling transient town. The primary industry in the Kea'au area is agriculture. Since the demise of sugar plantations, the agricultural community has developed flower nurseries, fruit, vegetable and ginger root farming. The school's 85%+ participation rate in the free and reduced lunch program reflects the continued economic hardships experienced in the community.

## School Setting

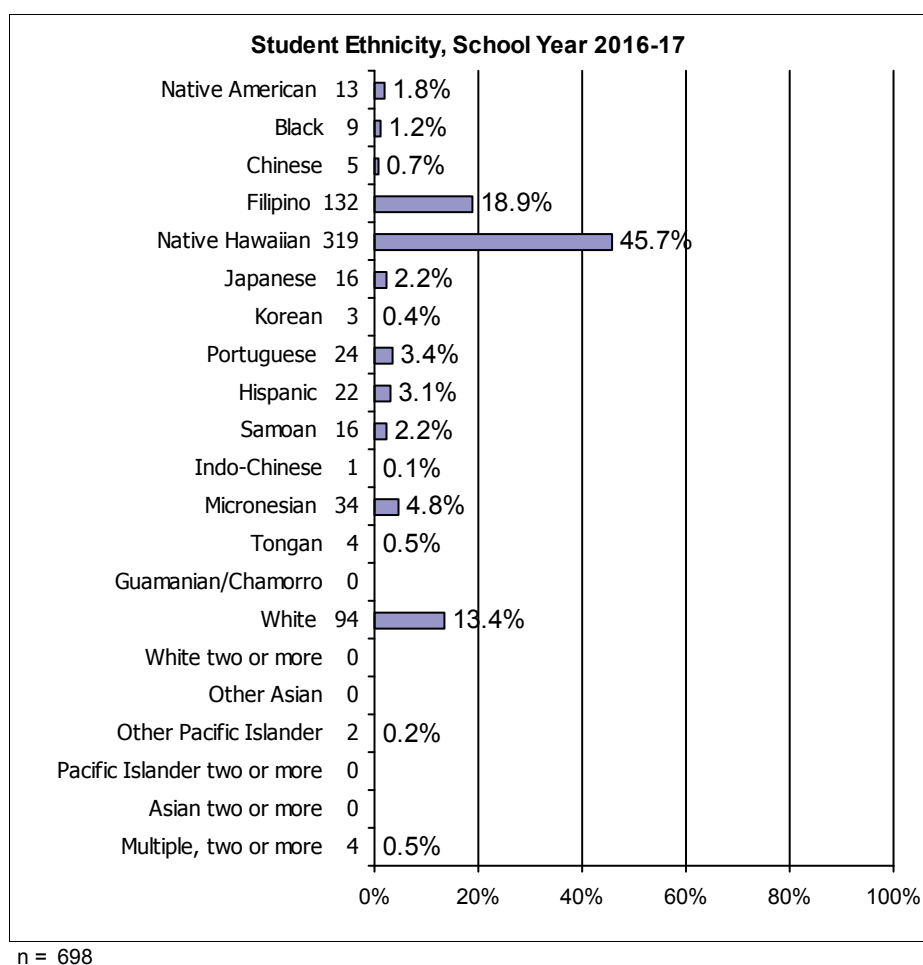
### Student Profile

School year	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17
Fall enrollment	629	668	698	Number and percent of students in Special Education programs	77 12.2%	85 12.7%	89 12.7%
Number and percent of students enrolled for the entire school year	574 91.2%	608 91.0%	653 93.5%	Number and percent of students with limited English proficiency	48 7.6%	38 5.6%	42 6.0%
Number and percent of students receiving free or reduced-cost lunch	528 83.9%	576 86.2%	** **				

Note. -- means missing data.

\* means data not reported to maintain student confidentiality (see FERPA).

\*\* means School is participating in the Community Eligibility Provision.



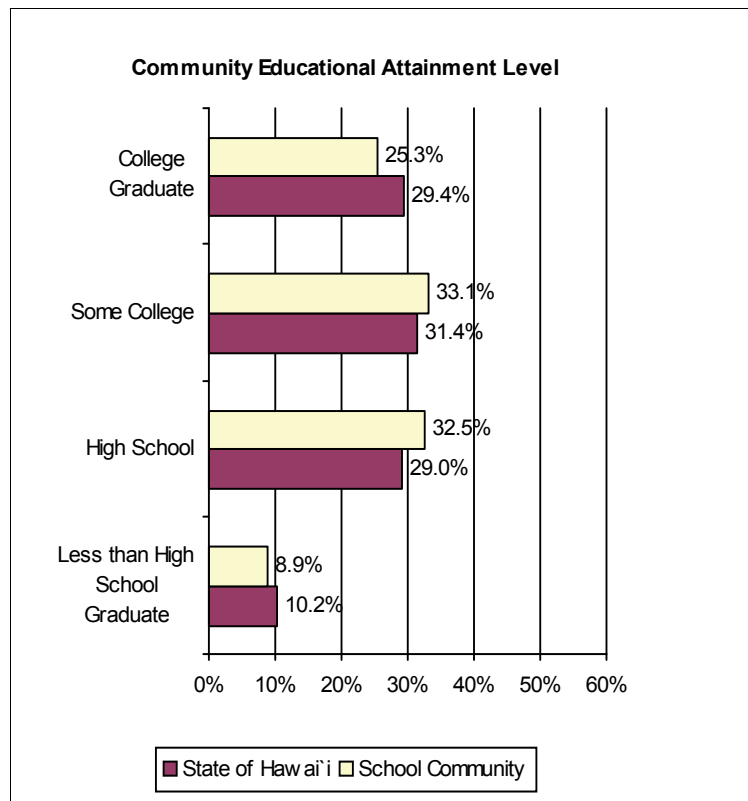
## School Setting

### Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

#### Based on the 2010 U.S. Census

Keaau HSC Complex	School Community	State of Hawai'i
Total population	24,991	1,360,301
Percentage of population aged 5-19	21.1%	18.4%
Median age of population	39.5	38.6
Number of family households	5,988	313,907
Median household income	\$40,317	\$66,420



## School Improvement

### Summary of Progress

Kea'au Middle School's main school improvement efforts have focused on the following areas:

- 1) Instructional Program
- 2) Student Assessment
- 3) Response to Intervention – Academic and Behavior.

#### Instructional Program

Teachers implemented Springboard for ELA and GoMath for math to address the Common Core State Standards (CCSS). In addition, lessons and activities from various sources were used to supplement the curricula. Teachers also continued to familiarize themselves with the structure and content for each lesson, as well as refine their pacing guides.

Since 2012, all teachers participated in professional learning communities (PLCs) to improve instruction and student performance. Teachers created common formative assessments, analyzed data, participated in curriculum and assignment collaboration, and worked on maintaining and adjusting pacing guides. Sharing of Advancement Via Individual Determination (AVID) strategies took place in the PLCs this year as well. Teachers were encouraged to implement at least one new AVID strategy a month. In addition, elective teachers administered constructed response prompts bi-weekly and utilized part of the PLC time to create and analyze them.

#### Student Assessment

This year, teachers utilized Renaissance Learning's STAR reading and math online assessments in addition to administering their regular formative assessments. Assessments were completed monthly to provide teachers with student progress on the CCSS. Teachers also used the assessment results and reports to provide enrichment and remediation on specific standards and skills.

#### Response to Intervention – Academic and Behavior

Academic and behavior support programs have continued to be refined this year. The school has continued to send a team to receive training on Diana Browning Wright's behavioral support. As a result, faculty in-service training was provided throughout the school year that focused on proactive classroom management strategies and positive interactions with students.

For academics, all students received at least 40 minutes of reading or math intervention/enrichment a week and identified students were enrolled in a reading or math workshop class. Tutors also provided support to identified students in the classroom setting during instruction. In addition, failing students in reading and math were provided an opportunity to complete course requirements in an alternative setting utilizing an online credit recovery program.

For behavior, all students received character education lessons weekly. All teachers completed the Brief Externalizing and Internalizing Screener for Youth (BEISY) once a semester to help identify students who possibly needed support with behavior. Identified students also had the opportunity to participate in support programs like counseling groups, mentor based interventions – "check-in/check-out," and alternative education placements.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		47.0
Regular Instruction, FTE	76.5%	36.0
Special Instruction, FTE	19.1%	9.0
Supplemental Instruction, FTE	4.2%	2.0

Teacher headcount	47
Teachers with 5 or more years at this school	31
Teachers' average years of experience	14.9
Teachers with advanced degrees	16

#### Professional Teacher Credentials

Fully licensed	95.7%	45
Emergency hires	4.2%	2

#### Students per Teaching Staff \*

Regular Instruction	16.9
Special Instruction	9.8

\* These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE *	5.0
Librarians, FTE	0.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	2

\* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

### Facilities

School Year Ending 2017

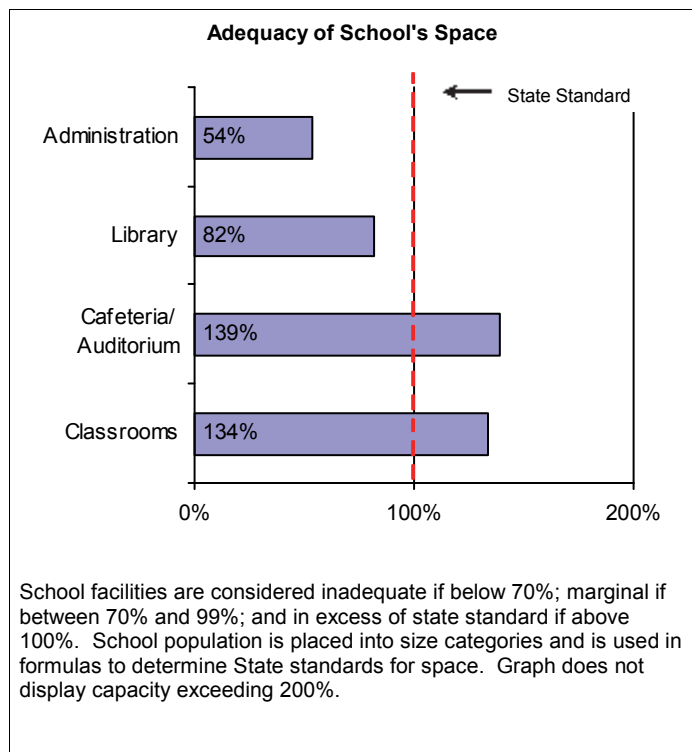
Classrooms available	47
Number of classrooms short (-) or over (+)	2

#### School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

#### Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2016	79.2%	72.0%	66.4%	76.7%	74.8%	69.7%
	2017	61.3%	74.4%	66.9%	78.2%	71.0%	68.9%
Well-Being	2016	75.3%	72.3%	80.0%	86.2%	73.4%	67.9%
	2017	59.3%	73.3%	82.6%	86.7%	70.2%	66.9%
Satisfaction	2016	57.6%	60.2%	71.9%	76.9%	81.5%	74.7%
	2017	51.4%	65.9%	74.9%	78.9%	75.0%	73.5%
Involvement/Engagement	2016	68.6%	69.5%	72.7%	74.7%	67.6%	57.5%
	2017	50.8%	70.1%	74.8%	76.5%	60.7%	56.6%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2016	84.4%	77.6%	18.8%	25.0%	81.4%	74.9%
	2017	100.0%	84.6%	13.6%	26.5%	73.4%	68.3%

\* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

\*\* State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.

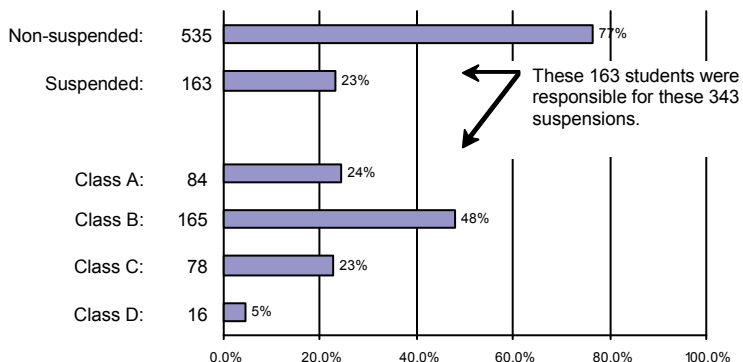
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2014-15	2015-16	2016-17	
Average Daily Attendance: % (higher is better)			
91.3%	92.7%	91.6%	95.0%
Average Daily Absences: in days (lower is better)			
15.5	12.9	14.9	9

#### Suspensions, School Year 2016-2017



Examples of class of suspension:

Class A: Burglary, robbery, sale of dangerous drugs  
 Class B: Disorderly conduct, trespassing  
 Class C: Class cutting, insubordination, smoking  
 Class D: Contraband (e.g. possession of tobacco)

### School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

#### Retention

	2015	2016	2017
Total number of students	199	213	232
Percent retained in grade	1%	0%	0%

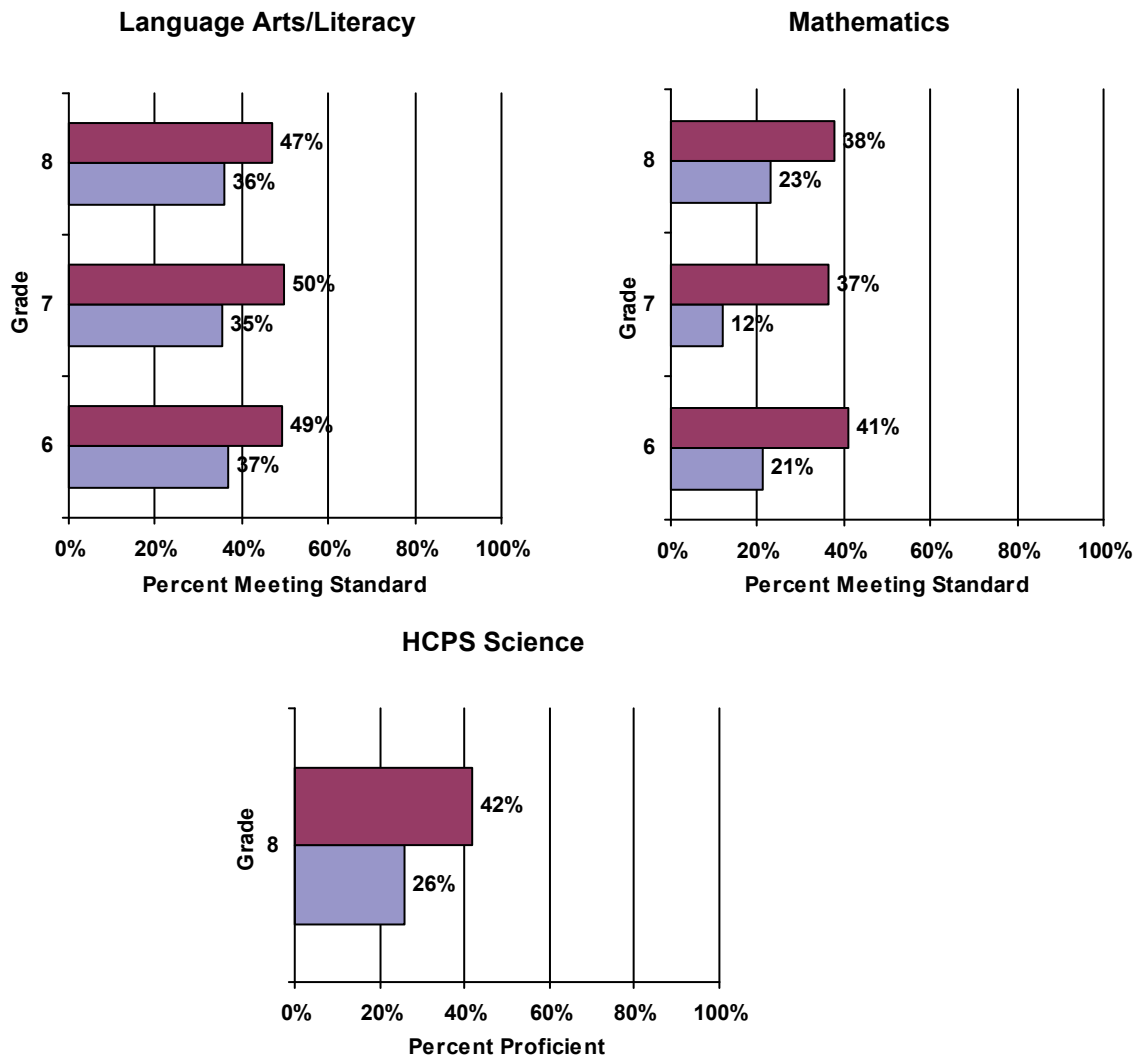
Note. -- means missing data.

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## Vital Signs

### Hawaii Statewide Assessment Program



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



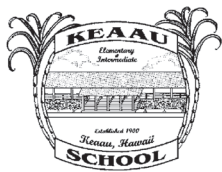
A school's bar may not be shown to maintain student confidentiality (see FERPA).

### Other School Information

Keaau Middle School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2020.

Published on November 7, 2017.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:  
Hawaii State Department of Education.



# Keaau Middle School

School Code: 370

Grades 6-8

## School Status and Improvement Report School Year 2017-18



### Contents

**Focus on Standards** p. 1

**School Description** p. 1

**School Setting** pp. 2-3

- Student Profile
- Community Profile

**School Improvement** p. 4

- Summary of Progress

**School Resources** p. 5

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### School Address:

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16-565 Keaau-Pahoa Road  
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### School Description

Kea'au Middle School was originally founded as Ola'a School over one hundred years ago, when Hawaii was a territory of the United States. Beginning as an elementary school in 1939, it became a K-9 school and was then known as Kea'au Elementary and Intermediate School. In the 1980's, the 9<sup>th</sup> grade was transferred to high school and in 1997, the elementary and middle schools became two separate entities. Since 1998, the school has been recognized as Kea'au Middle School (KMS). It includes sixth, seventh and eighth grades and occupies the site of the original campus.

KMS is located in the rural Puna District on the island of Hawaii, approximately nine miles from Hilo, and services about 720 students. Many students rely on subsidized bus service from as far as 22 miles away. The school draws from a geographical area of 111.1 square miles that includes several large subdivisions, substandard roads, sparse electric capacities, and limited access to county water.

Many changes within the community have impacted the school. Kea'au went from a small, quiet rural village to a large and sprawling transient town. The primary industry in the Kea'au area is agriculture. Since the demise of sugar plantations, the agricultural community has developed flower nurseries, fruit, vegetable and ginger root farming. The school's 85%+ participation rate in the free and reduced lunch program reflects the continued economic hardships experienced in the community.

## School Setting

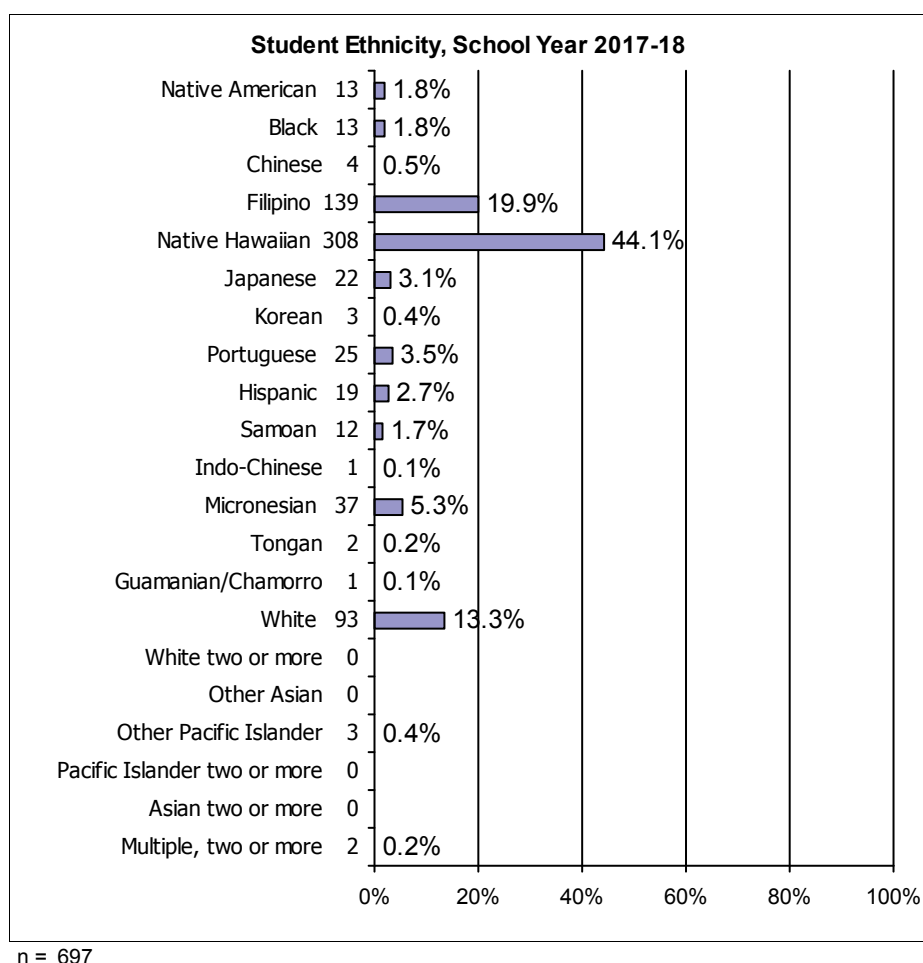
### Student Profile

School year	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Fall enrollment	668	698	697	Number and percent of students in Special Education programs	85 12.7%	89 12.7%	98 14.0%
Number and percent of students enrolled for the entire school year	608 91.0%	653 93.5%	653 93.6%	Number and percent of students with limited English proficiency	38 5.6%	42 6.0%	36 5.1%
Number and percent of students receiving free or reduced-cost lunch	576 86.2%	**	**				

Note. -- means missing data.

\* means data not reported to maintain student confidentiality (see FERPA).

\*\* means School is participating in the Community Eligibility Provision.



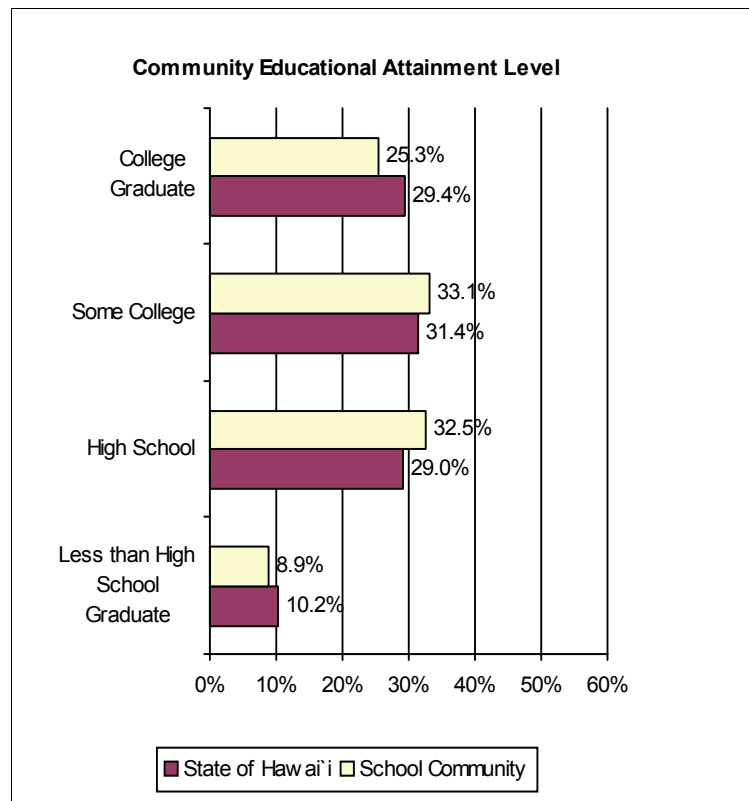
## School Setting

### Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

#### Based on the 2010 U.S. Census

<b>Keaau HSC Complex</b>	<b>School Community</b>	<b>State of Hawai'i</b>
Total population	24,991	1,360,301
Percentage of population aged 5-19	21.1%	18.4%
Median age of population	39.5	38.6
Number of family households	5,988	313,907
Median household income	\$40,317	\$66,420



## School Improvement

### Summary of Progress

Kea'au Middle School's main school improvement efforts have focused on the following areas:

- 1) Instructional Program
- 2) Middle School Concept
- 3) Response to Intervention - Academic and Behavior

#### Instructional Program

Teachers implemented SpringBoard for ELA and GoMath for math to address the Common Core State Standards (CCSS). In science and social studies, teachers made a concerted effort in incorporating lessons that addressed the new standards in their content areas, Next Generation Science Standards (NGSS) and College, Career, and Civic Life (C3) respectively. Teachers also collaborated within grade level teams to incorporate interdisciplinary units each semester. In addition, lessons and activities from various sources were used to supplement the curricula to provide for individualized and hands-on learning.

Teachers participated in weekly professional learning communities (PLCs) to improve instruction and student performance. Teachers created common formative assessments, analyzed data, participated in curriculum and assignment collaboration, and worked on maintaining and adjusting pacing guides. Sharing of Advancement Via Individual Determination (AVID) or best practice teaching strategies with student work samples every month were continued this year. In addition, elective teachers administered constructed response prompts bi-weekly and utilized part of the PLC time to create and analyze them.

#### Middle School Concept

Since 2014, KMS has been striving toward the Association for Middle Level Education's (AMLE's) 16 Characteristics of Successful Schools for Young Adolescents. Each grade level consists of two teams where students on each team share the same core content area teachers. This year, teachers started off the year by establishing team rituals and routines, and met weekly to plan and discuss team activities that promoted positive behavior, culture, and healthy living. Each team also developed and facilitated their own incentive programs and field trips off campus.

Ho'okele, an advisory period, continued four times a week and focused on character education, reading and math support, and team building activities. This time was also used for weekly binder checks, a school-wide AVID initiative, and school assemblies.

#### Response to Intervention - Academic and Behavior

Academic and behavior support programs have continued to be refined this year. Faculty worked on behavioral support by utilizing Diana Browning Wright's proactive classroom managements strategies and positive interactions with students. Teachers also participated in a series of trauma informed professional development to increase awareness and support students.

For academics, all students received at least 40 minutes of reading or math intervention/enrichment a week and identified students were enrolled in a reading or math workshop class. Tutors also provided support to identified students in the classroom setting during instruction. In addition, failing students in a core content area were provided an opportunity to complete course requirements in an alternative setting utilizing an online credit recovery program.

For behavior, students received character education lessons and made connections to the GLOs through written reflections each week. All teachers completed the Brief Externalizing and Internalizing Screener for Youth (BEISY) once a semester to help identify students who possibly needed support with behavior. Identified students also had the opportunity to participate in support programs like counseling groups, mentor based interventions - "check-in/check-out," and alternative education placements.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		48.0
Regular Instruction, FTE	72.9%	35.0
Special Instruction, FTE	20.8%	10.0
Supplemental Instruction, FTE	6.2%	3.0
Teacher headcount		48
Teachers with 5 or more years at this school		31
Teachers' average years of experience		16.3
Teachers with advanced degrees		15

#### Professional Teacher Credentials

Fully licensed	97.9%	47
Emergency hires	2.0%	1

#### Students per Teaching Staff \*

Regular Instruction	17.1
Special Instruction	9.8

\* These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE *	6.0
Librarians, FTE	0.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1

\* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

### Facilities

School Year Ending 2018

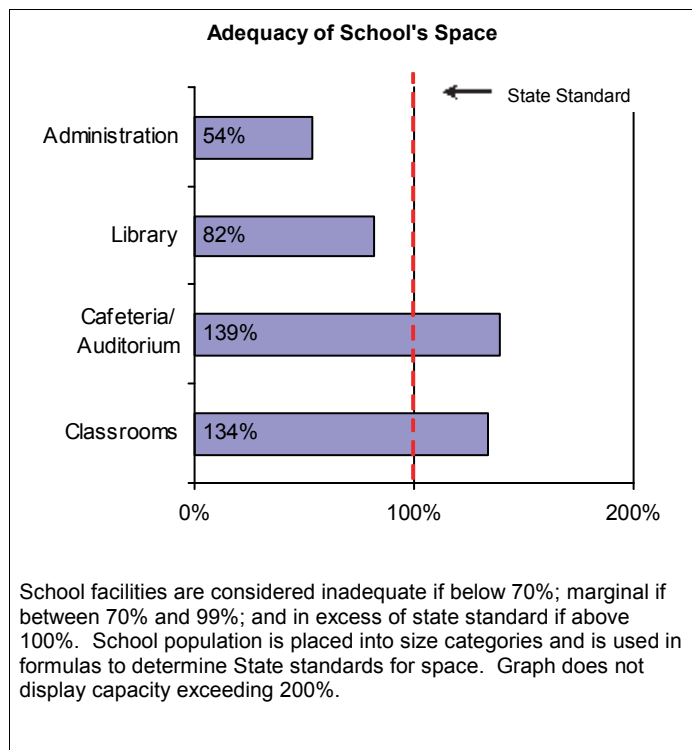
Classrooms available	47
Number of classrooms short (-) or over (+)	2

#### School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

#### Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2017	61.3%	74.4%	66.9%	78.2%	71.0%	68.9%
	2018	64.9%	69.0%	62.2%	73.7%	56.8%	64.2%
Well-Being	2017	59.3%	73.3%	82.6%	86.7%	70.2%	66.9%
	2018	62.8%	70.4%	76.3%	82.2%	--	--
Satisfaction	2017	51.4%	65.9%	74.9%	78.9%	75.0%	73.5%
	2018	54.5%	66.2%	75.7%	76.9%	--	--
Involvement/Engagement	2017	50.8%	70.1%	74.8%	76.5%	60.7%	56.6%
	2018	54.3%	66.7%	56.0%	56.3%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2017	100.0%	84.6%	13.6%	26.5%	73.4%	68.3%
	2018	95.8%	75.9%	19.1%	24.4%	82.7%	85.7%

\* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

\*\* State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.

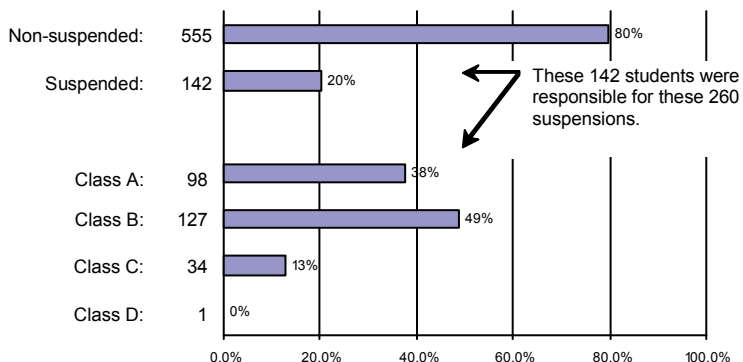
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2015-16	2016-17	2017-18	
<b>Average Daily Attendance: %</b> (higher is better)			
92.7%	91.6%	91.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
12.9	14.9	15.0	<b>9</b>

#### Suspensions, School Year 2017-2018



Examples of class of suspension:

Class A: Burglary, robbery, sale of dangerous drugs  
 Class B: Disorderly conduct, trespassing  
 Class C: Class cutting, insubordination, smoking  
 Class D: Contraband (e.g. possession of tobacco)

### School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

#### Retention

	2016	2017	2018
Total number of students	213	232	244
Percent retained in grade	0%	0%	1%

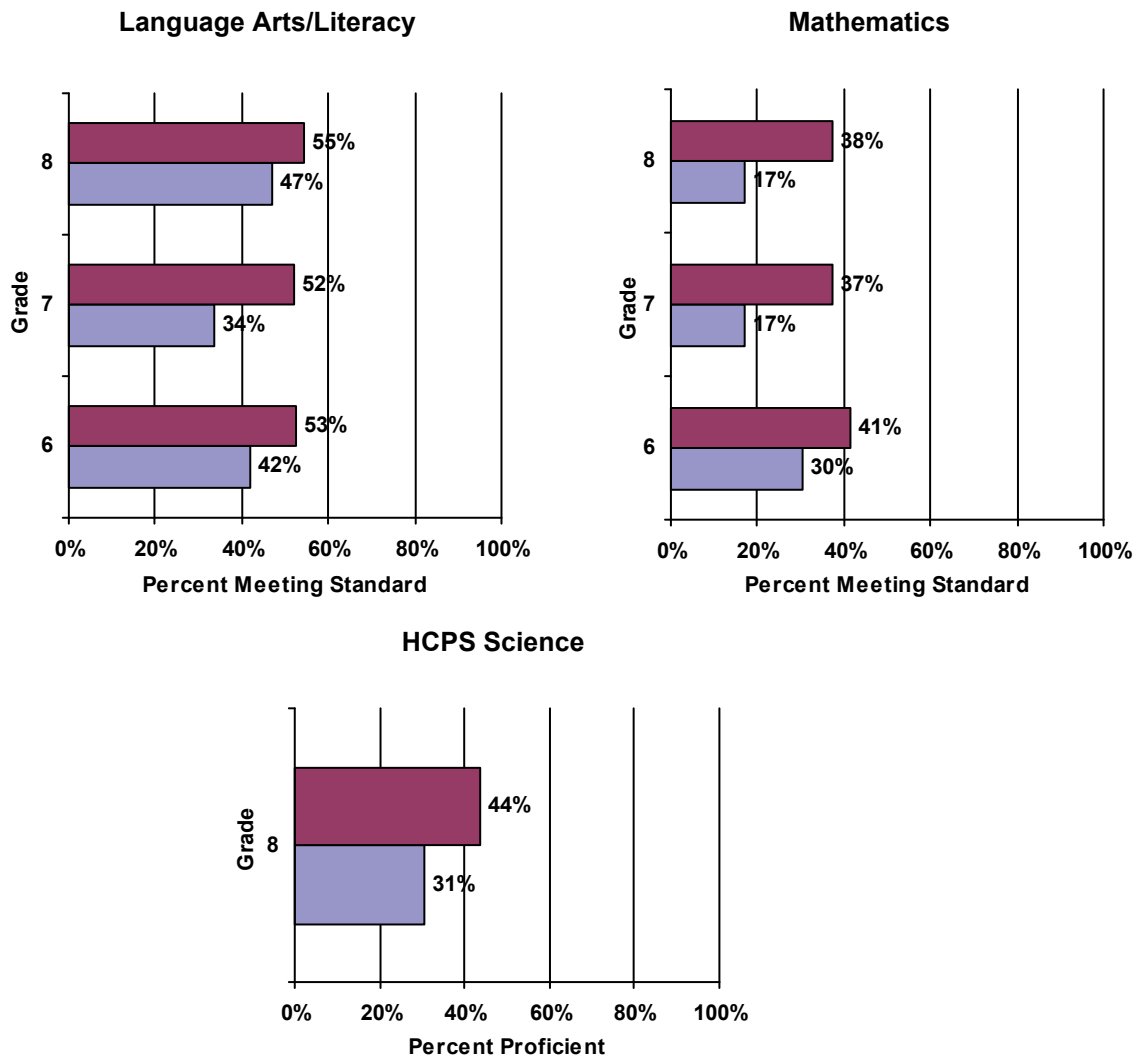
Note. -- means missing data.

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## Vital Signs

### Hawaii Statewide Assessment Program



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



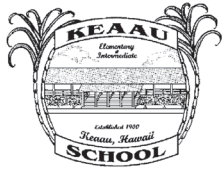
A school's bar may not be shown to maintain student confidentiality (see FERPA).

### Other School Information

Keaau Middle School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2020.

Published on November 23, 2018.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:  
Hawaii State Department of Education.



# Keaau Middle School

School Code: 370

Grades 6-8

## School Status and Improvement Report School Year 2018-19



### Contents

**Focus on Standards** p. 1

**School Description** p. 1

**School Setting** pp. 2-3

- Student Profile
- Community Profile

**School Improvement** p. 4

- Summary of Progress

**School Resources** p. 5

- Certified Staff
- Facilities

**Vital Signs** pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

### School Address:

Keaau Middle School  
16-565 Keaau-Pahoa Road  
Keaau, Hawaii 96749

### Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

### School Description

Kea'au Middle School was originally founded as Ola'a School over one hundred years ago, when Hawaii was a territory of the United States. Beginning as an elementary school in 1939, it became a K-9 school and was then known as Kea'au Elementary and Intermediate School. In the 1980's, the 9<sup>th</sup> grade was transferred to high school and in 1997, the elementary and middle schools became two separate entities. Since 1998, the school has been recognized as Kea'au Middle School (KMS). It includes sixth, seventh and eighth grades and occupies the site of the original campus.

KMS is located in the rural Puna District on the island of Hawaii, approximately nine miles from Hilo, and services about 720 students. Many students rely on subsidized bus service from as far as 22 miles away. The school draws from a geographical area of 111.1 square miles that includes several large subdivisions, substandard roads, sparse electric capacities, and limited access to county water.

Many changes within the community have impacted the school. Kea'au went from a small, quiet rural village to a large and sprawling transient town. The primary industry in the Kea'au area is agriculture. Since the demise of sugar plantations, the agricultural community has developed flower nurseries, fruit, vegetable and ginger root farming. The school's 85%+ participation rate in the free and reduced lunch program reflects the continued economic hardships experienced in the community.

## School Setting

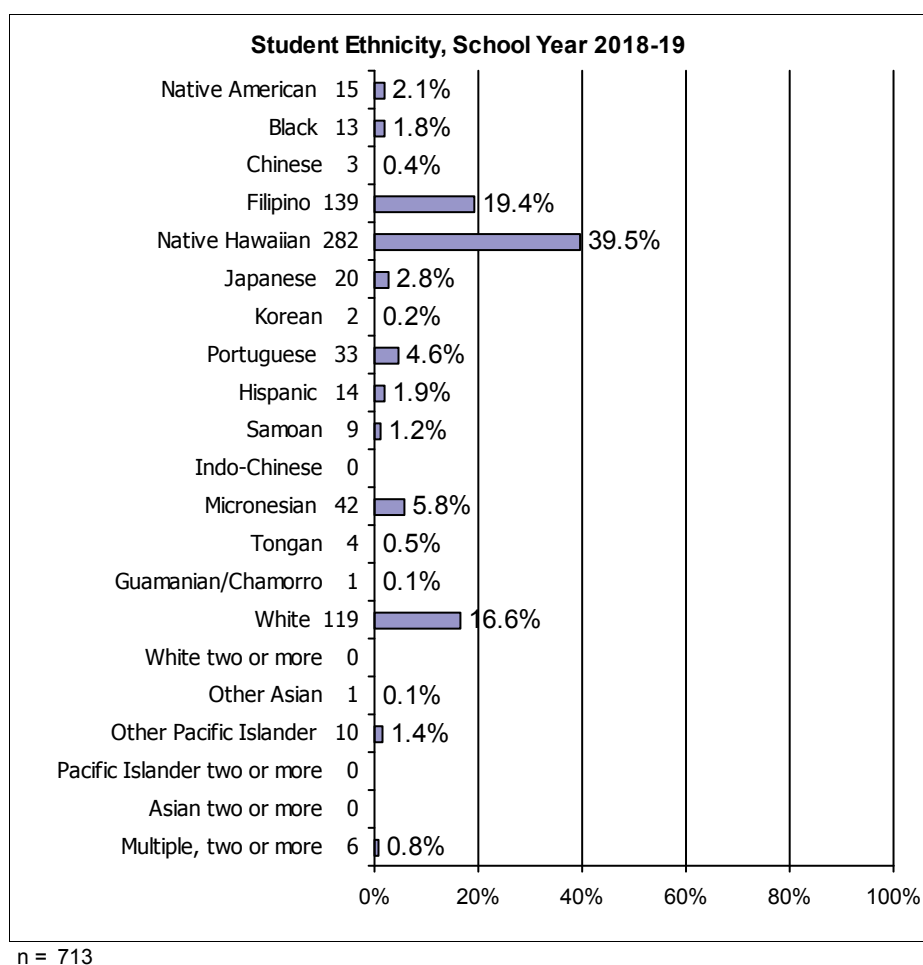
### Student Profile

School year	2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
Fall enrollment	698	697	712	Number and percent of students in Special Education programs	89 12.7%	98 14.0%	97 13.6%
Number and percent of students enrolled for the entire school year	653 93.5%	653 93.6%	675 94.8%	Number and percent of students with limited English proficiency	42 6.0%	36 5.1%	34 4.7%
Number and percent of students receiving free or reduced-cost lunch	** **	** **	** **				

Note. -- means missing data.

\* means data not reported to maintain student confidentiality (see FERPA).

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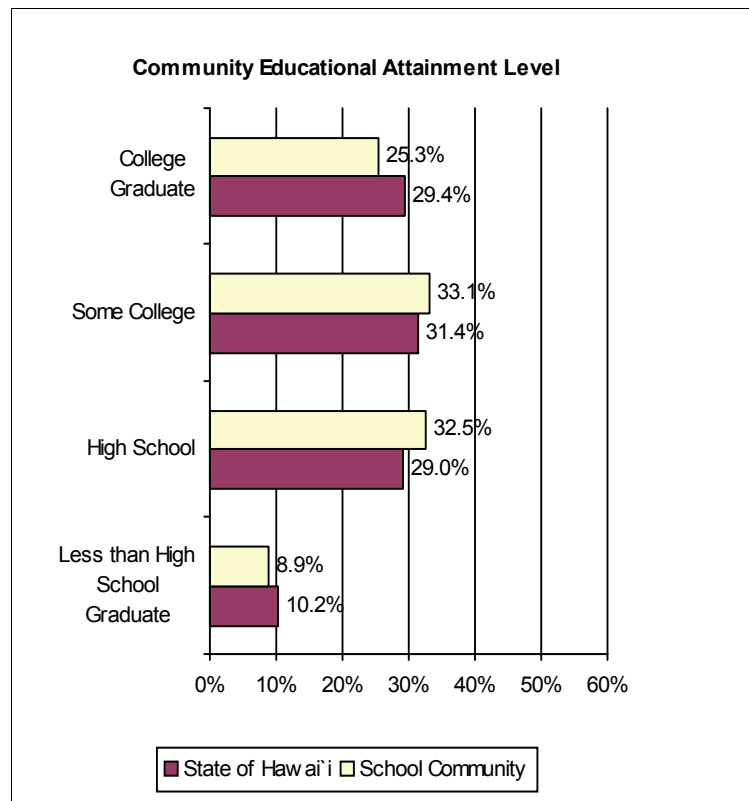
## School Setting

### Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

#### Based on the 2010 U.S. Census

Keaau HSC Complex	School Community	State of Hawai'i
Total population	24,991	1,360,301
Percentage of population aged 5-19	21.1%	18.4%
Median age of population	39.5	38.6
Number of family households	5,988	313,907
Median household income	\$40,317	\$66,420



## School Improvement

### Summary of Progress

Kea'au Middle School's (KMS) main school improvement efforts have focused on the following:

- 1) Instructional Program
- 2) Middle School Concept
- 3) Response to Intervention – Academic and Behavior

#### Instructional Program

Teachers implemented SpringBoard and teacher created lessons for ELA and GoMath! for math to address the Common Core State Standards. In science and social studies, teachers made a concerted effort in incorporating lessons that addressed the new standards in those content areas, Next Generation Science Standards (NGSS) and College, Career and Civic Life (C3) respectively. Teachers also collaborated within grade level teams to incorporate interdisciplinary units each semester.

Teachers participated in weekly professional learning communities to improve instruction and student performance by creating common formative assessments, analyzing data, conducting curriculum and assignment collaboration, and maintaining and adjusting pacing guides. Sharing of Advancement Via Individual Determination (AVID)/best practice teaching strategies and tier 2 and 3 academic vocabulary with student work samples every month were continued this year. In addition, elective teachers administered writing prompts bi-weekly and utilized part of the PLC time to create and analyze them.

#### Middle School Concept

Since 2014, KMS has been striving toward the Association for Middle Level Education's 16 Characteristics of Successful Schools for Young Adolescents. Each grade level consisted of two team where students on each team shared the same core content area teachers. Like last school year, teachers started off the year by establishing team rituals and routines, and met weekly to plan and discuss team activities that promoted positive behavior, culture, and healthy living. Each team also developed and facilitated their own incentive programs and off campus field trips.

Ho'okele, an advisory period, continued four times a week and focused on character education, grade checks, goal setting, college and career awareness lessons, and team building activities. This time was also used for weekly binder checks, a school-wide AVID initiative, and school assemblies.

#### Response to Intervention – Academic and Behavior

Academic and behavior support programs have continued to be refined this year. Faculty worked on behavioral support by utilizing Diana Browning Wright's proactive classroom management strategies and positive interactions with students. Teachers also participated in a series of trauma informed professional development to increase awareness and support students.

For academics, identified students were enrolled in a reading or math workshop class to improve basic skills and tutors were assigned in core content area classes to support instruction. Students with a grade of D or F in a core content area course had the option of participating in the UPLINK after school program to take advantage of tutoring sessions and assistance with class-/homework. Those that were in danger of failing for the year were provided an opportunity to complete course requirements in an alternative setting utilizing an online credit recovery program.

For behavior, students received character education lessons and made connections to the GLOs through written reflections each week. All teachers completed the Brief Externalizing and Internalizing Screener for Youth (BEISY) once a semester to help identify students who possibly needed support with behavior. Identified students also had the opportunity to participate in support programs like counseling groups, mentor-based interventions, and alternative education placements.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		46.0
Regular Instruction, FTE	73.9%	34.0
Special Instruction, FTE	21.7%	10.0
Supplemental Instruction, FTE	4.3%	2.0

Teacher headcount		46
Teachers with 5 or more years at this school		29
Teachers' average years of experience		16.4
Teachers with advanced degrees		16

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	97.8%	45
Emergency hires	2.1%	1

<sup>1</sup> Totals may not equal 100% due to rounding.  
Professional Teacher Credentials are based on teacher headcount number.

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	18.0
Special Instruction	9.7

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	6.0
Librarians, FTE	0.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	1

<sup>3</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

### Facilities

School Year Ending 2019

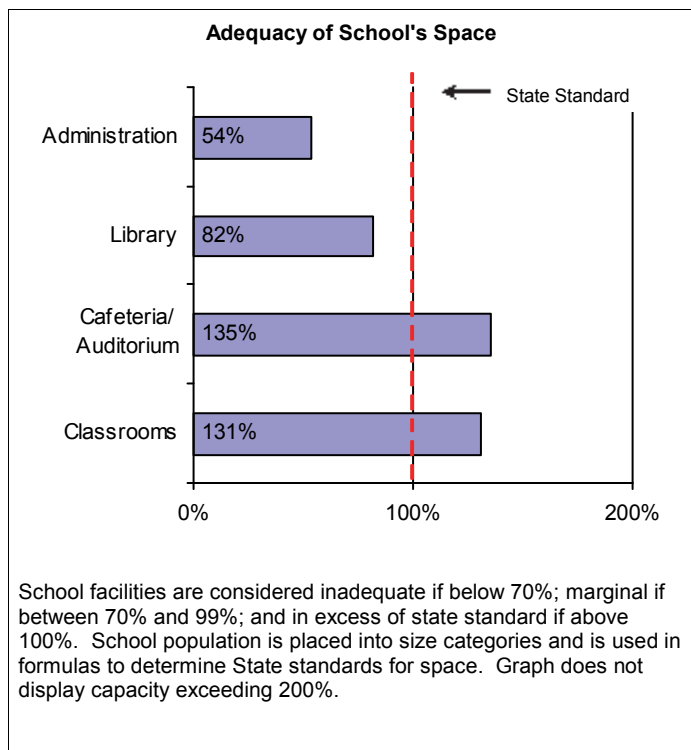
Classrooms available	47
Number of classrooms short (-) or over (+)	2

#### School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

#### Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2018	64.9%	69.0%	62.2%	73.7%	56.8%	64.2%
	2019	59.6%	69.2%	68.1%	74.6%	58.5%	64.4%
Well-Being	2018	62.8%	70.4%	76.3%	82.2%	--	--
	2019	59.7%	70.1%	78.7%	83.0%	--	--
Satisfaction	2018	54.5%	66.2%	75.7%	76.9%	--	--
	2019	52.8%	65.0%	78.0%	78.5%	--	--
Involvement/Engagement	2018	54.3%	66.7%	56.0%	56.3%	--	--
	2019	46.9%	66.2%	58.9%	57.8%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2018	95.8%	75.9%	19.1%	24.4%	82.7%	85.7%
	2019	92.0%	76.6%	23.5%	24.1%	81.0%	84.2%

\* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

\*\* State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.

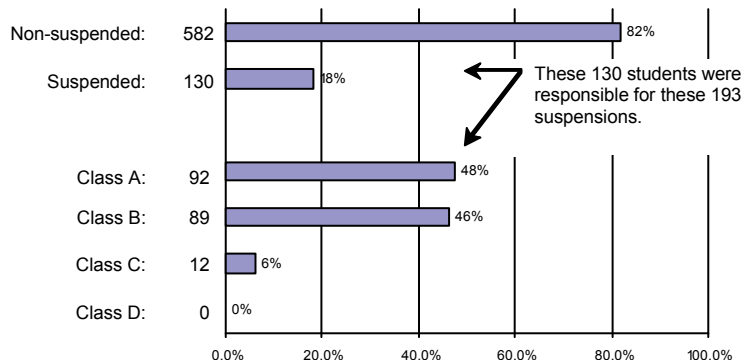
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2016-17	2017-18	2018-19	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
91.6%	91.7%	92.2%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
14.9	15.0	13.6	<b>9</b>

#### Suspensions, School Year 2018-2019



Examples of class of suspension:

Class A: Burglary, robbery, sale of dangerous drugs  
 Class B: Disorderly conduct, trespassing  
 Class C: Class cutting, insubordination, smoking  
 Class D: Contraband (e.g. possession of tobacco)

### School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

#### Retention

	2017	2018	2019
Total number of students	232	244	209
Percent retained in grade	0%	1%	0%

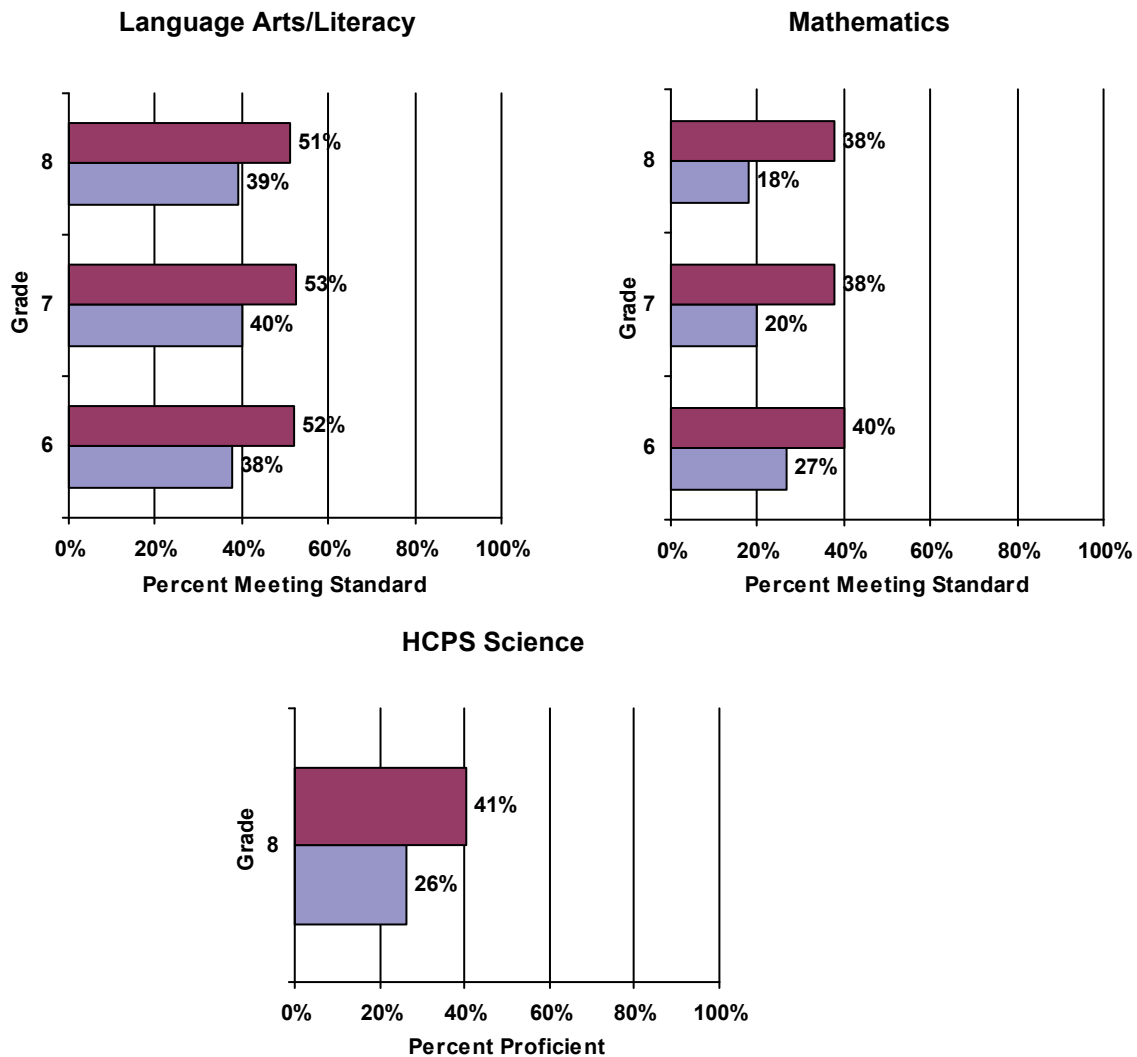
Note. -- means missing data.

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## Vital Signs

### Hawaii Statewide Assessment Program



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



A school's bar may not be shown to maintain student confidentiality (see FERPA).

### Other School Information

Keaau Middle School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2020.

Published on November 7, 2019.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:  
Hawaii State Department of Education.

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# School Quality Survey

## Keaau Middle

Spring 2017

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Hawaii Department of Education  
Office of Strategy, Innovation, and Performance  
Assessment and Accountability Branch  
Accountability Section

Publication Date: August 2017

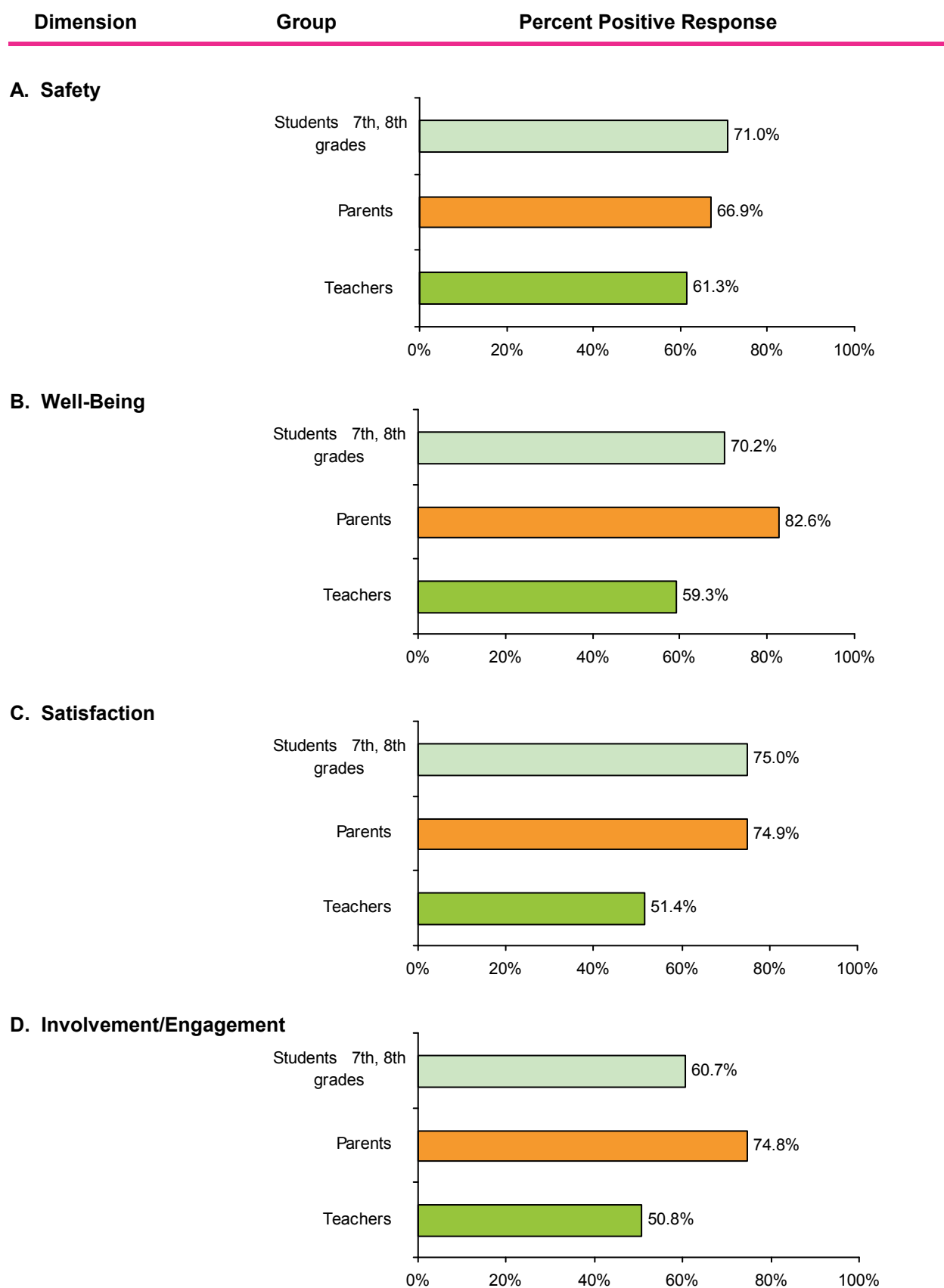
### School survey size and return rate:

Group	# Distributed	# Returned	Return Rate (%)
Students	504	370	73.4%
Parents	504	69	13.6%
Teachers	47	47	100.0%

## SQS Summary Table

Dimension	Group		Average (7-1)	Percent (%) Response		
				Positive (> 4.0)	Neutral (= 4.0)	Negative (< 4.0)
A. Safety	Students	7th, 8th grades	5.2	71%	20%	8.9%
	Parents		4.9	66.9%	20.3%	12.6%
	Teachers		4.6	61.3%	19.5%	19.1%
B. Well-Being	Students	7th, 8th grades	5.2	70.2%	18.6%	11.1%
	Parents		5.5	82.6%	11.7%	5.6%
	Teachers		4.6	59.3%	18.1%	22.4%
C. Satisfaction	Students	7th, 8th grades	5.3	75%	18.9%	5.9%
	Parents		5.2	74.9%	17.3%	7.7%
	Teachers		4.4	51.4%	23.4%	25.1%
D. Involvement/Engagement	Students	7th, 8th grades	4.9	60.7%	26.6%	12.6%
	Parents		5.2	74.8%	15.8%	9.2%
	Teachers		4.3	50.8%	25.2%	23.9%

## SQS Summary Figure



## Middle/Intermediate School Student Survey

### A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.	100 27.0%	75 20.3%	100 27.0%	76 20.5%	11 3.0%	3 0.8%	5 1.4%	370 100%	5.4
2. Students at my school who violate safety rules are disciplined.	85 23.2%	63 17.2%	115 31.3%	74 20.2%	17 4.6%	7 1.9%	6 1.6%	367 100%	5.2
3. I feel safe from the bullying behavior of students at my school.	77 21.1%	49 13.4%	73 20.0%	89 24.4%	44 12.1%	13 3.6%	20 5.5%	365 100%	4.7
4. I feel the school grounds and facilities are safe for students.	81 22.3%	78 21.5%	102 28.1%	78 21.5%	18 5.0%	2 0.6%	4 1.1%	363 100%	5.3
5. If I ever got sick at school, someone would take care of me.	104 28.2%	69 18.7%	87 23.6%	77 20.9%	16 4.3%	5 1.4%	11 3.0%	369 100%	5.3
6. There are clear rules to ensure students' safety at school.	114 31.0%	92 25.0%	101 27.4%	47 12.8%	6 1.6%	2 0.5%	6 1.6%	368 100%	5.6
<b>Dimension Totals:</b>	561 25.5%	426 19.3%	578 26.2%	441 20.0%	112 5.1%	32 1.5%	52 2.4%	2,202 100%	5.3

### B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have friends at school who care about me.	203 55.9%	62 17.1%	58 16.0%	28 7.7%	6 1.7%	1 0.3%	5 1.4%	363 100%	6.1
8. My teachers give me help on classwork when I need it.	134 36.7%	91 24.9%	82 22.5%	41 11.2%	11 3.0%	1 0.3%	5 1.4%	365 100%	5.7
9. If I feel bad, I can get help from the school staff.	80 21.7%	71 19.3%	96 26.1%	80 21.7%	22 6.0%	5 1.4%	14 3.8%	368 100%	5.1
10. I usually get a good night's sleep before going to school in the morning.	72 19.7%	60 16.4%	69 18.9%	105 28.8%	33 9.0%	11 3.0%	15 4.1%	365 100%	4.8
11. I usually eat breakfast before school.	93 25.2%	56 15.2%	67 18.2%	78 21.1%	27 7.3%	14 3.8%	34 9.2%	369 100%	4.8
12. I am treated fairly at this school.	85 23.2%	77 21.0%	86 23.5%	77 21.0%	29 7.9%	6 1.6%	6 1.6%	366 100%	5.2
<b>Dimension Totals:</b>	667 30.4%	417 19.0%	458 20.9%	409 18.6%	128 5.8%	38 1.7%	79 3.6%	2,196 100%	5.3

## Middle/Intermediate School Student Survey

### C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. I feel my classes are preparing me well for more schooling or for a job.	105 28.9%	70 19.3%	87 24.0%	77 21.2%	14 3.9%	1 0.3%	9 2.5%	363 100%	5.4
14. I am satisfied with the education I am receiving at my school.	90 24.7%	77 21.1%	115 31.5%	58 15.9%	11 3.0%	1 0.3%	13 3.6%	365 100%	5.3
15. My school's facilities help me learn.	93 25.4%	81 22.1%	104 28.4%	69 18.9%	8 2.2%	3 0.8%	8 2.2%	366 100%	5.4
16. I am satisfied with the quality of teaching most of my teachers provide at school.	83 22.9%	93 25.7%	105 29.0%	64 17.7%	6 1.7%	4 1.1%	7 1.9%	362 100%	5.4
17. Overall, this is a good school.	94 25.6%	69 18.8%	103 28.1%	78 21.3%	8 2.2%	4 1.1%	11 3.0%	367 100%	5.3
<b>Dimension Totals:</b>	465 25.5%	390 21.4%	514 28.2%	346 19.0%	47 2.6%	13 0.7%	48 2.6%	1,823 100%	5.4

### D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
18. If I have concerns, I feel comfortable speaking to school staff about them.	70 19.0%	59 16.0%	83 22.5%	98 26.6%	33 8.9%	11 3.0%	15 4.1%	369 100%	4.8
19. I like coming to school.	79 21.5%	61 16.6%	72 19.6%	99 27.0%	23 6.3%	9 2.5%	24 6.5%	367 100%	4.9
20. When there is a school event that I like, I participate.	95 25.8%	55 14.9%	85 23.1%	96 26.1%	17 4.6%	9 2.4%	11 3.0%	368 100%	5.1
21. I am interested in classes and programs provided at school.	67 18.1%	73 19.7%	96 25.9%	100 27.0%	18 4.9%	4 1.1%	12 3.2%	370 100%	5.0
<b>Dimension Totals:</b>	311 21.1%	248 16.8%	336 22.8%	393 26.7%	91 6.2%	33 2.2%	62 4.2%	1,474 100%	5.0

## Parent Survey

### A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. My child is safe at school.	12 17.6%	13 19.1%	26 38.2%	11 16.2%	4 5.9%	1 1.5%	1 1.5%	68 100%	5.2
2. My child is safe from harassment, intimidation, and threats at school.	8 11.8%	12 17.6%	22 32.4%	15 22.1%	6 8.8%	4 5.9%	1 1.5%	68 100%	4.8
3. My child has a caring adult to ensure my child's safety at school.	13 19.4%	16 23.9%	20 29.9%	16 23.9%	0 0.0%	2 3.0%	0 0.0%	67 100%	5.3
4. The school grounds and facilities are safe for my child.	9 13.2%	15 22.1%	26 38.2%	13 19.1%	4 5.9%	0 0.0%	1 1.5%	68 100%	5.1
5. Threats, intimidation, harassment, or hazing are rare in this school.	5 7.9%	12 19.0%	10 15.9%	15 23.8%	13 20.6%	4 6.3%	4 6.3%	63 100%	4.3
6. My child's school has clear rules to maintain students' safety at school.	11 15.9%	17 24.6%	23 33.3%	12 17.4%	3 4.3%	3 4.3%	0 0.0%	69 100%	5.2
<b>Dimension Totals:</b>	58 14.4%	85 21.1%	127 31.5%	82 20.3%	30 7.4%	14 3.5%	7 1.7%	403 100%	5.0

### B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. My child has friends in school who care about my child.	19 27.5%	14 20.3%	25 36.2%	8 11.6%	3 4.3%	0 0.0%	0 0.0%	69 100%	5.6
8. My child's teachers provide help on classwork when my child needs it.	18 26.5%	20 29.4%	19 27.9%	8 11.8%	1 1.5%	1 1.5%	1 1.5%	68 100%	5.6
9. If my child ever got sick at school, someone would take care of my child.	13 19.1%	16 23.5%	26 38.2%	9 13.2%	2 2.9%	0 0.0%	2 2.9%	68 100%	5.3
10. My child is well-rested for school.	24 34.8%	18 26.1%	24 34.8%	3 4.3%	0 0.0%	0 0.0%	0 0.0%	69 100%	5.9
11. My child is fed before school.	31 44.9%	17 24.6%	15 21.7%	3 4.3%	1 1.4%	0 0.0%	2 2.9%	69 100%	6.0
12. Students are treated fairly at school.	7 10.6%	8 12.1%	24 36.4%	17 25.8%	9 13.6%	1 1.5%	0 0.0%	66 100%	4.8
<b>Dimension Totals:</b>	112 27.4%	93 22.7%	133 32.5%	48 11.7%	16 3.9%	2 0.5%	5 1.2%	409 100%	5.5

**C. Satisfaction**

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. I am satisfied with the education my child is receiving at school.	13 19.7%	17 25.8%	22 33.3%	10 15.2%	2 3.0%	1 1.5%	1 1.5%	66 100%	5.3
14.* I am satisfied with the quality of resources provided to teachers and students for learning.	11 16.4%	13 19.4%	20 29.9%	15 22.4%	7 10.4%	0 0.0%	1 1.5%	67 100%	5.0
15. I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.	11 15.9%	16 23.2%	29 42.0%	8 11.6%	4 5.8%	0 0.0%	1 1.4%	69 100%	5.3
16. My child's teachers seek ways to improve my child's academic progress.	15 21.7%	18 26.1%	18 26.1%	14 20.3%	0 0.0%	2 2.9%	2 2.9%	69 100%	5.3
<b>Dimension Totals:</b>	50 18.5%	64 23.6%	89 32.8%	47 17.3%	13 4.8%	3 1.1%	5 1.8%	271 100%	5.2

**D. Involvement/Engagement**

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
17. Teachers are available to discuss my child's work or behavior.	15 21.7%	18 26.1%	25 36.2%	6 8.7%	3 4.3%	0 0.0%	2 2.9%	69 100%	5.4
18. If I have concerns, I am taken seriously by school administrators.	15 22.1%	11 16.2%	20 29.4%	10 14.7%	7 10.3%	1 1.5%	4 5.9%	68 100%	5.0
19. The school staff makes me feel welcome at the school.	15 21.7%	12 17.4%	23 33.3%	15 21.7%	3 4.3%	1 1.4%	0 0.0%	69 100%	5.3
20. The school gives me opportunities to participate in important decisions about my child's education.	15 21.7%	14 20.3%	25 36.2%	11 15.9%	2 2.9%	1 1.4%	1 1.4%	69 100%	5.3
21. Most of my child's teachers work with me to improve my child's learning	15 22.4%	16 23.9%	19 28.4%	12 17.9%	3 4.5%	1 1.5%	1 1.5%	67 100%	5.3
22. The school has encouraged me to participate in classroom and school activities.	12 17.9%	11 16.4%	25 37.3%	11 16.4%	5 7.5%	1 1.5%	2 3.0%	67 100%	5.0
<b>Dimension Totals:</b>	87 21.3%	82 20.0%	137 33.5%	65 15.9%	23 5.6%	5 1.2%	10 2.4%	409 100%	5.2

\* Unlike the prior two years' SQS reports, the reference to the "Hawaii Department of Education" (DOE) was removed from this question.



## Teacher Survey

### A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.	11 23.4%	8 17.0%	18 38.3%	4 8.5%	5 10.6%	1 2.1%	0 0.0%	47 100%	5.3
2. The school effectively handles staff discipline problems.	2 4.3%	3 6.4%	10 21.3%	16 34.0%	6 12.8%	5 10.6%	5 10.6%	47 100%	3.8
3. I feel safe from harassment, intimidation, and threats at school.	11 23.4%	5 10.6%	11 23.4%	9 19.1%	6 12.8%	3 6.4%	2 4.3%	47 100%	4.8
4. I feel the grounds and facilities at school are safe for staff.	7 14.9%	6 12.8%	22 46.8%	8 17.0%	2 4.3%	1 2.1%	1 2.1%	47 100%	5.0
5. The established safety policies at school make me feel safe.	2 4.3%	5 10.6%	22 46.8%	10 21.3%	4 8.5%	2 4.3%	2 4.3%	47 100%	4.5
6. My school has clear rules for staff behavior.	3 6.4%	8 17.0%	19 40.4%	8 17.0%	7 14.9%	2 4.3%	0 0.0%	47 100%	4.7
<b>Dimension Totals:</b>	36 12.8%	35 12.4%	102 36.2%	55 19.5%	30 10.6%	14 5.0%	10 3.5%	282 100%	4.7

### B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have colleagues at school who care about me.	17 36.2%	10 21.3%	20 42.6%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	47 100%	5.9
8. My leadership provides me with effective advice when I have problems on the job.	6 13.0%	4 8.7%	12 26.1%	11 23.9%	7 15.2%	2 4.3%	4 8.7%	46 100%	4.3
9. My school provides me with the support I need to do my job well.	4 8.5%	10 21.3%	10 21.3%	10 21.3%	6 12.8%	3 6.4%	4 8.5%	47 100%	4.4
10. I feel staff are treated fairly at school.	5 10.6%	5 10.6%	8 17.0%	13 27.7%	6 12.8%	5 10.6%	5 10.6%	47 100%	4.0
<b>Dimension Totals:</b>	32 17.1%	29 15.5%	50 26.7%	34 18.2%	19 10.2%	10 5.3%	13 7.0%	187 100%	4.7

## Teacher Survey

### C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
11. I enjoy working at my school.	14 29.8%	7 14.9%	12 25.5%	10 21.3%	1 2.1%	3 6.4%	0 0.0%	47 100%	5.3
12. I am satisfied with the quality of resources the school* provides to teachers and students for learning.	6 12.8%	7 14.9%	17 36.2%	8 17.0%	7 14.9%	1 2.1%	1 2.1%	47 100%	4.8
13. I am satisfied with the professional development opportunities the school* provides for me.	3 6.4%	6 12.8%	13 27.7%	15 31.9%	8 17.0%	1 2.1%	1 2.1%	47 100%	4.4
14. I am satisfied with the respect and value my school gives to my role.	7 14.9%	6 12.8%	11 23.4%	8 17.0%	5 10.6%	3 6.4%	7 14.9%	47 100%	4.3
15. I am satisfied with the opportunities I have to contribute to policy decisions that affect my school.	1 2.1%	2 4.3%	9 19.1%	14 29.8%	12 25.5%	1 2.1%	8 17.0%	47 100%	3.5
<b>Dimension Totals:</b>	31 13.2%	28 11.9%	62 26.4%	55 23.4%	33 14.0%	9 3.8%	17 7.2%	235 100%	4.5

### D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
16. If I have concerns, my leadership responds in a timely manner.	3 6.4%	4 8.5%	16 34.0%	14 29.8%	1 2.1%	5 10.6%	4 8.5%	47 100%	4.2
17. I am proud of the events, meetings, or programs my school provides.	4 8.5%	5 10.6%	18 38.3%	13 27.7%	4 8.5%	2 4.3%	1 2.1%	47 100%	4.6
18. For teachers/staff, I feel comfortable speaking to my school administrator; for principals, I feel comfortable speaking to my Complex Area Superintendent.	6 12.8%	9 19.1%	11 23.4%	8 17.0%	4 8.5%	3 6.4%	6 12.8%	47 100%	4.4
19. I can offer my opinions freely on ways to make improvements at my school.	4 8.7%	5 10.9%	10 21.7%	12 26.1%	5 10.9%	4 8.7%	6 13.0%	46 100%	4.0
20. I feel I am an integral, vital part of the educational community in which I work.	5 10.6%	10 21.3%	9 19.1%	12 25.5%	3 6.4%	3 6.4%	5 10.6%	47 100%	4.4
<b>Dimension Totals:</b>	22 9.4%	33 14.1%	64 27.4%	59 25.2%	17 7.3%	17 7.3%	22 9.4%	234 100%	4.3

\* Unlike the prior two years' SQS reports, this question has been changed to refer to the resources and professional development opportunities provided at the school-level, not system-wide by the Hawaii Department of Education (DOE).

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# School Quality Survey

## Keaau Middle

Spring 2018

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Hawaii Department of Education  
Office of Strategy, Innovation, and Performance  
Assessment and Accountability Branch  
Accountability Section

**Publication Date: August 2018**

### Key Changes Impacting SY 2017-2018 SQS Results

- \* All SQS response options changed from a 7-point to a 5-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree).
- \* All public school students in grades 3 through 12 (except those who are eligible for the Alternative Assessment) are required to take the Student Survey; whereas, in prior years, regular school (i.e., non-charter public school) students in grades 4, 5, 7, 8, 9, and 11 were required to fill out the SQS.
- \* The Student Survey contains one dimension (Safety); whereas, in the previous three years, there were four (Safety, Well-Being, Satisfaction, and Involvement/Engagement).
- \* Questions #21 through #24 are new questions on the Parent Survey. Test questions #10 and #11 on the prior three years' Parent Survey were removed.
- \* Parents/Guardians of K-12 students attending public schools are eligible to participate in the Parent Survey. In prior years, only parents/guardians of regular school (i.e., non-charter public school) students in grades 4, 5, 7, 8, 9, and 11 were qualified to complete the Parent Survey.

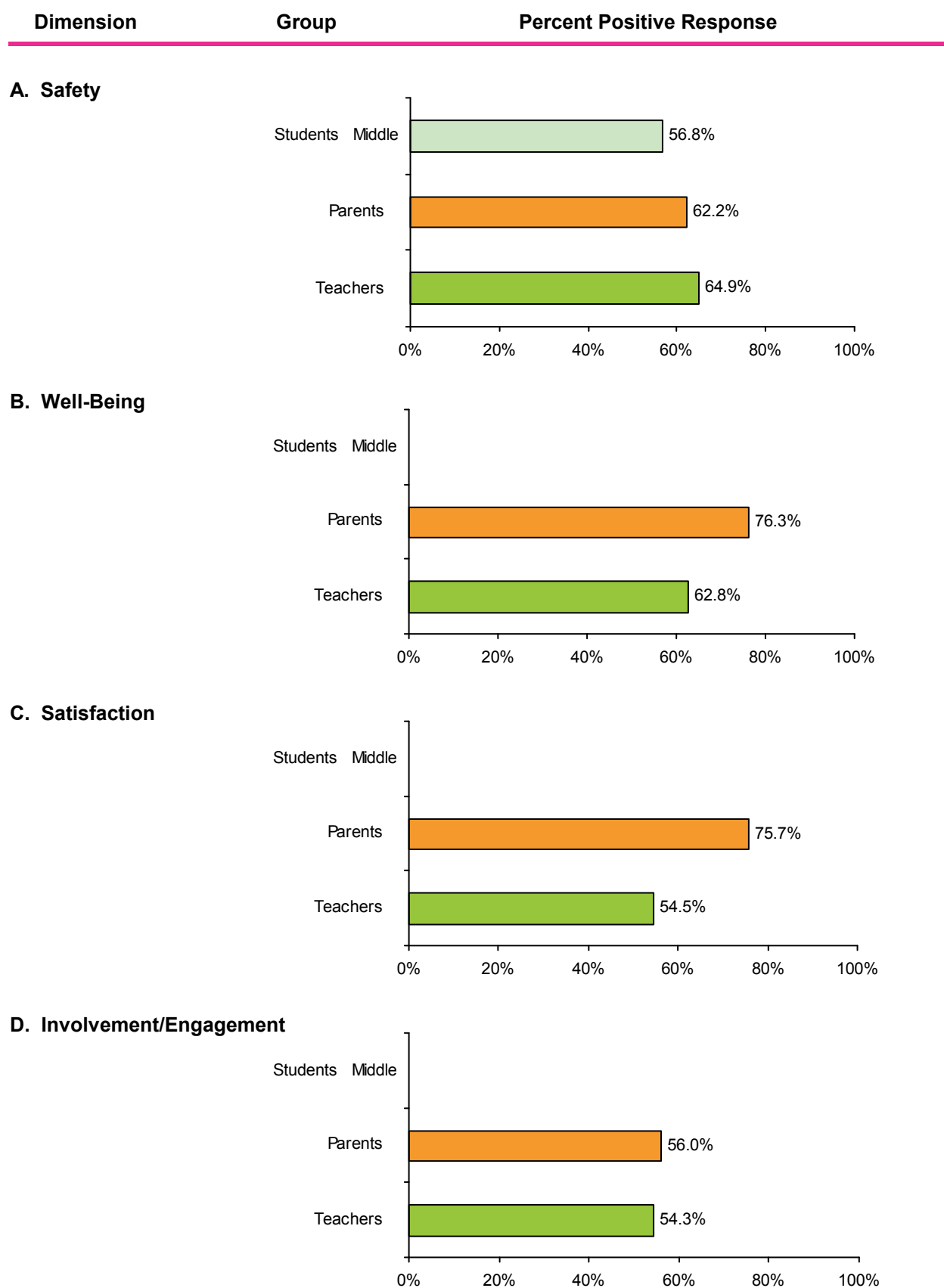
### School survey size and return rate:

Group	# Distributed	# Returned	Return Rate (%)
Students	660	546	82.7%
Parents	712	136	19.1%
Teachers	48	46	95.8%

## SQS Summary Table

Dimension	Group		Percent (%) Response			
			Average (5-1)	Positive (> 3.0)	Neutral (= 3.0)	Negative (< 3.0)
A. Safety	Students	Middle	3.6	56.8%	27.5%	15.6%
	Parents		3.6	62.2%	24.5%	13.1%
	Teachers		3.6	64.9%	22.9%	12%
B. Well-Being	Students	Middle	--	--	--	--
	Parents		3.9	76.3%	18.4%	5.1%
	Teachers		3.7	62.8%	25.1%	12%
C. Satisfaction	Students	Middle	--	--	--	--
	Parents		3.9	75.7%	18.2%	5.9%
	Teachers		3.4	54.5%	27%	18.3%
D. Involvement/Engagement	Students	Middle	--	--	--	--
	Parents		3.5	56%	27.8%	16%
	Teachers		3.4	54.3%	26%	19.5%

## SQS Summary Figure



## Middle/Intermediate School Student Survey

### A. Safety

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
1. I feel safe at school.	142 26.2%	137 25.3%	154 28.5%	50 9.2%	58 10.7%	541 100%	3.5
2. Students at my school who violate safety rules are disciplined.	159 29.9%	168 31.6%	151 28.4%	22 4.1%	32 6.0%	532 100%	3.8
3. I feel safe from the bullying behavior of students at my school.	111 20.5%	98 18.1%	169 31.2%	90 16.6%	73 13.5%	541 100%	3.2
4. I feel the school grounds and facilities are safe for students.	143 26.5%	152 28.1%	170 31.5%	43 8.0%	32 5.9%	540 100%	3.6
5. If I ever got sick at school, someone would take care of me.	178 32.8%	140 25.8%	160 29.5%	33 6.1%	31 5.7%	542 100%	3.7
6. There are clear rules to ensure students' safety at school.	242 44.8%	169 31.3%	87 16.1%	22 4.1%	20 3.7%	540 100%	4.1
<b>Dimension</b>	975	864	891	260	246	3,236	
<b>Totals:</b>	30.1%	26.7%	27.5%	8.0%	7.6%	100%	3.6

## Parent Survey

### A. Safety

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
1. My child is safe at school.	32 23.9%	57 42.5%	36 26.9%	8 6.0%	1 0.7%	134 100%	3.8
2. My child is safe from harassment, intimidation, and threats at school.	19 14.2%	49 36.6%	37 27.6%	22 16.4%	7 5.2%	134 100%	3.4
3. My child has a caring adult to ensure my child's safety at school.	38 28.4%	56 41.8%	36 26.9%	3 2.2%	1 0.7%	134 100%	3.9
4. The school grounds and facilities are safe for my child.	25 18.5%	66 48.9%	30 22.2%	12 8.9%	2 1.5%	135 100%	3.7
5. Threats, intimidation, harassment, or hazing are rare in this school.	13 9.7%	39 29.1%	40 29.9%	25 18.7%	17 12.7%	134 100%	3.0
6. My child's school has clear rules to maintain students' safety at school.	39 29.1%	68 50.7%	19 14.2%	6 4.5%	2 1.5%	134 100%	4.0
<b>Dimension Totals:</b>	166 20.6%	335 41.6%	198 24.6%	76 9.4%	30 3.7%	805 100%	3.7

### B. Well-Being

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
7. My child has friends in school who care about my child.	50 37.0%	69 51.1%	12 8.9%	4 3.0%	0 0.0%	135 100%	4.2
8. My child's teachers provide help on classwork when my child needs it.	45 33.1%	60 44.1%	24 17.6%	6 4.4%	1 0.7%	136 100%	4.0
9. If my child ever got sick at school, someone would take care of my child.	33 24.4%	72 53.3%	28 20.7%	2 1.5%	0 0.0%	135 100%	4.0
10. Students are treated fairly at school.	19 14.1%	65 48.1%	36 26.7%	10 7.4%	5 3.7%	135 100%	3.6
<b>Dimension Totals:</b>	147 27.2%	266 49.2%	100 18.5%	22 4.1%	6 1.1%	541 100%	4.0

### C. Satisfaction

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
11. I am satisfied with the education my child is receiving at school.	34 25.2%	69 51.1%	22 16.3%	7 5.2%	3 2.2%	135 100%	3.9
12. I am satisfied with the quality of resources provided to teachers and students for learning.	26 19.3%	70 51.9%	31 23.0%	7 5.2%	1 0.7%	135 100%	3.8
13. I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.	41 30.4%	65 48.1%	23 17.0%	5 3.7%	1 0.7%	135 100%	4.0
14. My child's teachers seek ways to improve my child's academic progress.	41 31.3%	60 45.8%	22 16.8%	6 4.6%	2 1.5%	131 100%	4.0
<b>Dimension Totals:</b>	142 26.5%	264 49.3%	98 18.3%	25 4.7%	7 1.3%	536 100%	3.9

### D. Involvement/Engagement

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
15. Teachers are available to discuss my child's work or behavior.	42 31.3%	64 47.8%	22 16.4%	5 3.7%	1 0.7%	134 100%	4.1
16. If I have concerns, I am taken seriously by school administrators.	36 27.1%	56 42.1%	34 25.6%	5 3.8%	2 1.5%	133 100%	3.9
17. The school staff makes me feel welcome at school.	33 24.6%	64 47.8%	32 23.9%	5 3.7%	0 0.0%	134 100%	3.9
18. The school gives me opportunities to participate in important decisions about my child's education.	31 23.0%	69 51.1%	30 22.2%	5 3.7%	0 0.0%	135 100%	3.9
19. Most of my child's teachers work with me to improve my child's learning.	36 26.9%	61 45.5%	31 23.1%	6 4.5%	0 0.0%	134 100%	3.9
20. The school has encouraged me to participate in classroom and school activities.	20 15.3%	63 48.1%	35 26.7%	9 6.9%	4 3.1%	131 100%	3.7
21. I often meet in person with teachers or other staff at my child's school.	16 12.2%	49 37.4%	39 29.8%	18 13.7%	9 6.9%	131 100%	3.3
22. I am actively involved with a parent group(s) at my child's school.	5 3.9%	25 19.7%	53 41.7%	30 23.6%	14 11.0%	127 100%	2.8
23. In the past year, I have often helped out at my child's school.	7 5.5%	27 21.3%	47 37.0%	33 26.0%	13 10.2%	127 100%	2.9



## Parent Survey

24. In the past year, I have been involved in fundraising efforts for my child's school.

	5	27	42	36	16	126	2.8
	4.0%	21.4%	33.3%	28.6%	12.7%	100%	
<b>Dimension</b>	231	505	365	152	59	1,312	
<b>Totals:</b>	17.6%	38.5%	27.8%	11.6%	4.5%	100%	3.5

## Teacher Survey

### A. Safety

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
1. I feel safe at school.	15 32.6%	23 50.0%	5 10.9%	2 4.3%	1 2.2%	46 100%	4.1
2. The school effectively handles staff discipline problems.	1 2.2%	20 44.4%	15 33.3%	8 17.8%	1 2.2%	45 100%	3.3
3. I feel safe from harassment, intimidation, and threats at school.	14 30.4%	18 39.1%	7 15.2%	5 10.9%	2 4.3%	46 100%	3.8
4. I feel the grounds and facilities at school are safe for staff.	11 23.9%	23 50.0%	10 21.7%	2 4.3%	0 0.0%	46 100%	3.9
5. The established safety policies at school make me feel safe.	6 13.3%	19 42.2%	12 26.7%	5 11.1%	3 6.7%	45 100%	3.4
6. My school has clear rules for staff behavior.	3 6.5%	25 54.3%	14 30.4%	4 8.7%	0 0.0%	46 100%	3.6
<b>Dimension Totals:</b>	50 18.2%	128 46.7%	63 23.0%	26 9.5%	7 2.6%	274 100%	3.7

### B. Well-Being

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
7. I have colleagues at school who care about me.	21 45.7%	23 50.0%	2 4.3%	0 0.0%	0 0.0%	46 100%	4.4
8. My leadership provides me with effective advice when I have problems on the job.	7 15.2%	17 37.0%	16 34.8%	4 8.7%	2 4.3%	46 100%	3.5
9. My school provides me with the support I need to do my job well.	10 21.7%	13 28.3%	14 30.4%	8 17.4%	1 2.2%	46 100%	3.5
10. I feel staff are treated fairly at school.	2 4.4%	22 48.9%	14 31.1%	6 13.3%	1 2.2%	45 100%	3.4
<b>Dimension Totals:</b>	40 21.9%	75 41.0%	46 25.1%	18 9.8%	4 2.2%	183 100%	3.7

## Teacher Survey

### C. Satisfaction

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
11. I enjoy working at my school.	15 32.6%	21 45.7%	7 15.2%	2 4.3%	1 2.2%	46 100%	4.0
12. I am satisfied with the quality of resources the school provides to teachers and students for learning.	6 13.0%	19 41.3%	14 30.4%	6 13.0%	1 2.2%	46 100%	3.5
13. I am satisfied with the professional development opportunities the school provides for me.	7 15.2%	16 34.8%	16 34.8%	5 10.9%	2 4.3%	46 100%	3.5
14. I am satisfied with the respect and value my school gives to my role.	10 21.7%	10 21.7%	15 32.6%	7 15.2%	4 8.7%	46 100%	3.3
15. I am satisfied with the opportunities I have to contribute to policy decisions that affect my school.	2 4.4%	19 42.2%	10 22.2%	10 22.2%	4 8.9%	45 100%	3.1
<b>Dimension Totals:</b>	40 17.5%	85 37.1%	62 27.1%	30 13.1%	12 5.2%	229 100%	3.5

### D. Involvement/Engagement

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
16. If I have concerns, my leadership responds in a timely manner.	5 10.9%	19 41.3%	15 32.6%	6 13.0%	1 2.2%	46 100%	3.5
17. I am proud of the events, meetings, or programs my school provides.	3 6.5%	24 52.2%	14 30.4%	4 8.7%	1 2.2%	46 100%	3.5
18. For teachers/staff, I feel comfortable speaking to my school administrator; for principals, I feel comfortable speaking to my Complex Area Superintendent.	11 23.9%	13 28.3%	14 30.4%	5 10.9%	3 6.5%	46 100%	3.5
19. I can offer my opinions freely on ways to make improvements at my school.	6 13.0%	18 39.1%	9 19.6%	12 26.1%	1 2.2%	46 100%	3.3
20. I feel I am an integral, vital part of the educational community in which I work.	7 15.2%	19 41.3%	8 17.4%	11 23.9%	1 2.2%	46 100%	3.4
<b>Dimension Totals:</b>	32 13.9%	93 40.4%	60 26.1%	38 16.5%	7 3.0%	230 100%	3.5

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# School Quality Survey

## Keaau Middle

Spring 2019

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Hawaii Department of Education  
Office of Strategy, Innovation, and Performance  
Assessment and Accountability Branch  
Accountability Section

**Publication Date: July 2019**

There were no key changes affecting the SY 2018-2019 School Quality Survey (SQS) results.

The Hawaii Department of Education (DOE) administers the SQS to capture the voices of **school personnel**, **students** (Grades 3-12) and, **parents/guardians** (of students in Grades K-12) in public DOE schools and Charter Schools. Students', parents', and teachers' responses are included in this School Report; administrative and office staff and instructional support staff responses are included in the Statewide Summary and Complex Area Reports.

Survey items are constructed to fit within four dimensions: Safety (Students respond only to Safety questions), Well-Being, Satisfaction, and Involvement/Engagement. Results are useful for school planning, improvement, celebrations, and other purposes.

Open-ended comments, anonymously provided by parents and school personnel, are aggregated at the school level and are submitted to the respective Complex Area Superintendent and each Charter School.

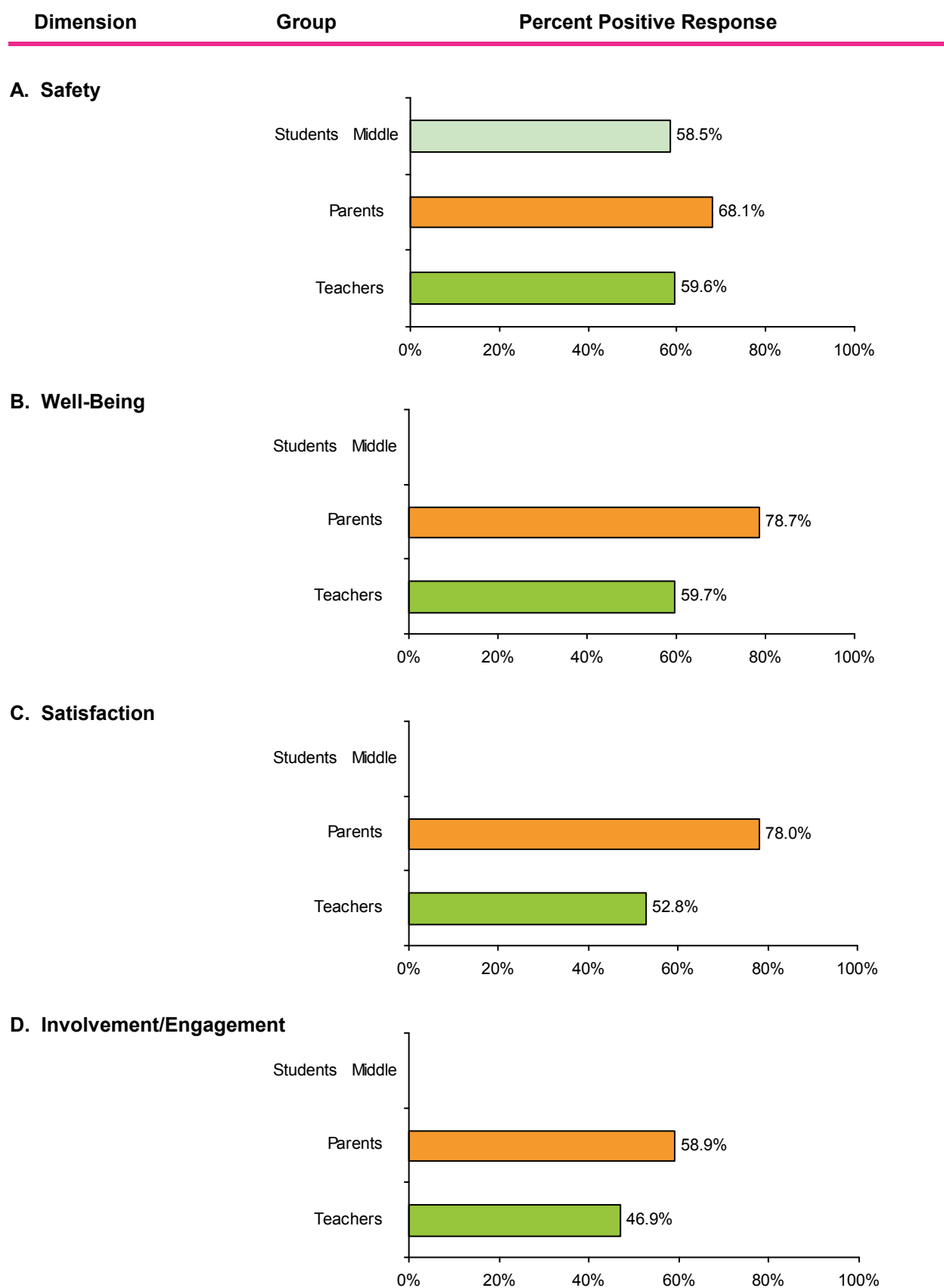
### School Return Rate:

Group	# Distributed	# Returned	Return Rate (%)
Students	654	530	81.0%
Parents	714	168	23.5%
Teachers	50	46	92.0%

## SQS Summary Table

Dimension	Group		Percent (%) Response			
			Average (5-1)	Positive (> 3.0)	Neutral (= 3.0)	Negative (< 3.0)
A. Safety	Students	Middle	3.6	58.5%	26.2%	15.2%
	Parents		3.7	68.1%	20.4%	11.5%
	Teachers		3.6	59.6%	26.1%	14.1%
B. Well-Being	Students	Middle	--	--	--	--
	Parents		4.0	78.7%	16%	5.1%
	Teachers		3.5	59.7%	20.6%	19.5%
C. Satisfaction	Students	Middle	--	--	--	--
	Parents		4.0	78%	17.1%	4.8%
	Teachers		3.3	52.8%	24.8%	22.2%
D. Involvement/Engagement	Students	Middle	--	--	--	--
	Parents		3.6	58.9%	25.6%	15.3%
	Teachers		3.2	46.9%	23.4%	29.5%

## SQS Summary Figure



## Middle/Intermediate School Student Survey

### A. Safety

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
1. I feel safe at school.	140 26.9%	133 25.6%	152 29.2%	45 8.7%	50 9.6%	520 100%	3.5
2. Students at my school who violate safety rules are disciplined.	149 29.0%	155 30.2%	152 29.6%	30 5.8%	28 5.4%	514 100%	3.7
3. I feel safe from the bullying behavior of students at my school.	118 22.9%	105 20.3%	134 26.0%	82 15.9%	77 14.9%	516 100%	3.2
4. I feel the school grounds and facilities are safe for students.	142 27.4%	154 29.7%	158 30.5%	41 7.9%	23 4.4%	518 100%	3.7
5. If I ever got sick at school, someone would take care of me.	164 31.4%	162 31.0%	126 24.1%	35 6.7%	35 6.7%	522 100%	3.7
6. There are clear rules to ensure students' safety at school.	230 44.2%	170 32.7%	93 17.9%	16 3.1%	11 2.1%	520 100%	4.1
<b>Dimension Totals:</b>	943 30.3%	879 28.3%	815 26.2%	249 8.0%	224 7.2%	3,110 100%	3.7

## Parent Survey

### A. Safety

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
1. My child is safe at school.	43 25.7%	77 46.1%	35 21.0%	10 6.0%	2 1.2%	167 100%	3.9
2. My child is safe from harassment, intimidation, and threats at school.	29 17.4%	72 43.1%	34 20.4%	24 14.4%	8 4.8%	167 100%	3.5
3. My child has a caring adult to ensure my child's safety at school.	50 30.3%	80 48.5%	29 17.6%	4 2.4%	2 1.2%	165 100%	4.0
4. The school grounds and facilities are safe for my child.	40 24.0%	73 43.7%	40 24.0%	11 6.6%	3 1.8%	167 100%	3.8
5. Threats, intimidation, harassment, or hazing are rare in this school.	24 14.4%	62 37.1%	36 21.6%	23 13.8%	22 13.2%	167 100%	3.3
6. My child's school has clear rules to maintain students' safety at school.	45 26.9%	86 51.5%	30 18.0%	4 2.4%	2 1.2%	167 100%	4.0
<b>Dimension Totals:</b>	231 23.1%	450 45.0%	204 20.4%	76 7.6%	39 3.9%	1,000 100%	3.8

### B. Well-Being

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
7. My child has friends in school who care about my child.	67 40.4%	79 47.6%	17 10.2%	2 1.2%	1 0.6%	166 100%	4.3
8. My child's teachers provide help on classwork when my child needs it.	63 37.7%	79 47.3%	21 12.6%	3 1.8%	1 0.6%	167 100%	4.2
9. If my child ever got sick at school, someone would take care of my child.	52 31.5%	82 49.7%	24 14.5%	5 3.0%	2 1.2%	165 100%	4.1
10. Students are treated fairly at school.	30 18.0%	72 43.1%	45 26.9%	13 7.8%	7 4.2%	167 100%	3.6
<b>Dimension Totals:</b>	212 31.9%	312 46.9%	107 16.1%	23 3.5%	11 1.7%	665 100%	4.0



### C. Satisfaction

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
11. I am satisfied with the education my child is receiving at school.	46 27.7%	80 48.2%	31 18.7%	5 3.0%	4 2.4%	166 100%	4.0
12. I am satisfied with the quality of resources provided to teachers and students for learning.	49 29.7%	73 44.2%	36 21.8%	4 2.4%	3 1.8%	165 100%	4.0
13. I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.	53 31.5%	84 50.0%	24 14.3%	5 3.0%	2 1.2%	168 100%	4.1
14. My child's teachers seek ways to improve my child's academic progress.	52 31.1%	83 49.7%	23 13.8%	7 4.2%	2 1.2%	167 100%	4.1
<b>Dimension Totals:</b>	200 30.0%	320 48.0%	114 17.1%	21 3.2%	11 1.7%	666 100%	4.0

### D. Involvement/Engagement

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
15. Teachers are available to discuss my child's work or behavior.	52 31.0%	91 54.2%	21 12.5%	2 1.2%	2 1.2%	168 100%	4.1
16. If I have concerns, I am taken seriously by school administrators.	48 28.9%	68 41.0%	35 21.1%	9 5.4%	6 3.6%	166 100%	3.9
17. The school staff makes me feel welcome at school.	49 29.2%	74 44.0%	33 19.6%	7 4.2%	5 3.0%	168 100%	3.9
18. The school gives me opportunities to participate in important decisions about my child's education.	46 27.5%	82 49.1%	32 19.2%	4 2.4%	3 1.8%	167 100%	4.0
19. Most of my child's teachers work with me to improve my child's learning.	42 25.3%	87 52.4%	28 16.9%	7 4.2%	2 1.2%	166 100%	4.0
20. The school has encouraged me to participate in classroom and school activities.	37 22.6%	70 42.7%	42 25.6%	14 8.5%	1 0.6%	164 100%	3.8
21. I often meet in person with teachers or other staff at my child's school.	22 13.3%	61 37.0%	57 34.5%	21 12.7%	4 2.4%	165 100%	3.5
22. I am actively involved with a parent group(s) at my child's school.	19 11.7%	22 13.5%	65 39.9%	40 24.5%	17 10.4%	163 100%	2.9

## Parent Survey

23. In the past year, I have often helped out at my child's school.

21	35	52	40	19	167	3.0
12.6%	21.0%	31.1%	24.0%	11.4%	100%	

24. In the past year, I have been involved in fundraising efforts for my child's school.

21	32	61	30	22	166	3.0
12.7%	19.3%	36.7%	18.1%	13.3%	100%	

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<b>Dimension</b>	357	622	426	174	81	1,660	3.6
<b>Totals:</b>	21.5%	37.5%	25.7%	10.5%	4.9%	100%	

## Teacher Survey

### A. Safety

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
1. I feel safe at school.	11 23.9%	21 45.7%	10 21.7%	4 8.7%	0 0.0%	46 100%	3.8
2. The school effectively handles staff discipline problems.	2 4.3%	16 34.8%	18 39.1%	7 15.2%	3 6.5%	46 100%	3.2
3. I feel safe from harassment, intimidation, and threats at school.	7 15.2%	20 43.5%	10 21.7%	9 19.6%	0 0.0%	46 100%	3.5
4. I feel the grounds and facilities at school are safe for staff.	8 17.4%	21 45.7%	11 23.9%	5 10.9%	1 2.2%	46 100%	3.7
5. The established safety policies at school make me feel safe.	7 15.6%	20 44.4%	14 31.1%	3 6.7%	1 2.2%	45 100%	3.6
6. My school has clear rules for staff behavior.	11 23.9%	20 43.5%	9 19.6%	5 10.9%	1 2.2%	46 100%	3.8
<b>Dimension Totals:</b>	46 16.7%	118 42.9%	72 26.2%	33 12.0%	6 2.2%	275 100%	3.6

### B. Well-Being

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
7. I have colleagues at school who care about me.	19 41.3%	25 54.3%	1 2.2%	1 2.2%	0 0.0%	46 100%	4.3
8. My leadership provides me with effective advice when I have problems on the job.	8 17.4%	10 21.7%	15 32.6%	11 23.9%	2 4.3%	46 100%	3.2
9. My school provides me with the support I need to do my job well.	7 15.2%	18 39.1%	14 30.4%	4 8.7%	3 6.5%	46 100%	3.5
10. I feel staff are treated fairly at school.	3 6.5%	20 43.5%	8 17.4%	10 21.7%	5 10.9%	46 100%	3.1
<b>Dimension Totals:</b>	37 20.1%	73 39.7%	38 20.7%	26 14.1%	10 5.4%	184 100%	3.5

## Teacher Survey

### C. Satisfaction

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
11. I enjoy working at my school.	13 28.9%	24 53.3%	6 13.3%	2 4.4%	0 0.0%	45 100%	4.1
12. I am satisfied with the quality of resources the school provides to teachers and students for learning.	5 10.9%	22 47.8%	14 30.4%	4 8.7%	1 2.2%	46 100%	3.6
13. I am satisfied with the professional development opportunities the school provides for me.	4 8.7%	17 37.0%	15 32.6%	8 17.4%	2 4.3%	46 100%	3.3
14. I am satisfied with the respect and value my school gives to my role.	8 17.4%	12 26.1%	11 23.9%	11 23.9%	4 8.7%	46 100%	3.2
15. I am satisfied with the opportunities I have to contribute to policy decisions that affect my school.	4 8.7%	12 26.1%	11 23.9%	12 26.1%	7 15.2%	46 100%	2.9
<b>Dimension Totals:</b>	34 14.8%	87 38.0%	57 24.9%	37 16.2%	14 6.1%	229 100%	3.4

### D. Involvement/Engagement

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	N	Average Rating
16. If I have concerns, my leadership responds in a timely manner.	6 13.0%	14 30.4%	12 26.1%	12 26.1%	2 4.3%	46 100%	3.2
17. I am proud of the events, meetings, or programs my school provides.	4 8.7%	21 45.7%	13 28.3%	6 13.0%	2 4.3%	46 100%	3.4
18. For teachers/staff, I feel comfortable speaking to my school administrator; for principals, I feel comfortable speaking to my Complex Area Superintendent.	7 15.2%	15 32.6%	9 19.6%	9 19.6%	6 13.0%	46 100%	3.2
19. I can offer my opinions freely on ways to make improvements at my school.	6 13.0%	14 30.4%	7 15.2%	15 32.6%	4 8.7%	46 100%	3.1
20. I feel I am an integral, vital part of the educational community in which I work.	8 17.4%	13 28.3%	13 28.3%	9 19.6%	3 6.5%	46 100%	3.3
<b>Dimension Totals:</b>	31 13.5%	77 33.5%	54 23.5%	51 22.2%	17 7.4%	230 100%	3.2

**E: Master Schedule (page 1 of 2)**
**Kea'au Middle School Master Schedule SY 2019-20 1-6-2020**

<b>Name</b>	<b>50</b>	<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>	<b>Period 5</b>	<b>Period 6</b>	<b>Period 7</b>
Packer <b>I2</b>		PLC/Prep	ELA 6-1	ELA 6-2	ELA 6-3	ELA 6-4	ELA 6-5	Ho'okele 6A
Simon <b>I3</b>		PLC/Prep	ELA 6-7	ELA 6-6 (co-teach)	ELA 6-8 (co-teach)	ELA 6-9 (co-teach)	ELA 6-10	Ho'okele 6B
Alonzo <b>I3/P5</b>		PLC/Prep	ELA 6 (sm gp)	ELA 6 (co-teach I3)	ELA 6 (co-teach I3)	ELA 6 (co-teach I3)	ELA 6 (sm gp)	Ho'okele 6B
Sharrock <b>J102</b>		PLC/Prep	ELA 7-1	ELA 7-2	ELA 7-3	ELA 7-9 Honors	ELA 7-4	Ho'okele 7A
Nicolas <b>P12</b>		PLC/Prep	ELA 7-5 (co-teach)	ELA 7-6 (co-teach)	ELA 7-10 honors	ELA 7-7	ELA 7-8 (co-teach)	Ho'okele 7B
Kealamakia <b>J101/A1</b>		PLC/Prep	ELA 8 (sm gp)	ELA 8 (sm gp)	ELA 8 (co-teach J101)	ELA 8 (co-teach J101)	ELA 8 (co-teach J101)	Ho'okele 7B
Silva, J <b>K203</b>		PLC/Prep	ELA 8-5	ELA 8 Honors-10	ELA 8-6	ELA 8-7	ELA 8-8	Ho'okele 8A
DeKemper <b>J101</b>		PLC/Prep	ELA 8-1	ELA 8-9 Honors	ELA 8-2 (co-teach)	ELA 8-3 (co-teach)	ELA 8-4 (co-teach)	Ho'okele 8B
Badua <b>P12/A1</b>		PLC/Prep	ELA 7 (co-teach P12)	ELA 7 (co-teach P12)	ELA 7 (sm gp)	ELA 7 (sm gp)	ELA 8 (co-teach P12)	Ho'okele 8B
Bonk <b>P11</b>		Study Skills 7/8	ELL Monitoring	Study Skills 6	ELL NEP 7/8	Study Skills 6	ELL Monitoring	Prep
Saplan <b>I5</b>		Math 6-1	Math 6-2	PLC/Prep	Math 6-3	Math 6-9 Honors	Math 6-4	Ho'okele 6A
Gillis <b>P7</b>		Math 6-5	Math 6-6 (co-teach)	PLC/Prep	Math 6-7 (co-teach)	Math 6-10 Honors	Math 6-8 (co-teach)	Ho'okele 6B
Everitt <b>P7/P5</b>		Math Intervention 6	Math 6 (co-teach P7)	PLC/Prep	Math 6 (co-teach P7)	Math 6 (sm gp)	Math 6 (co-teach P7)	Ho'okele 6B
Okimoto <b>J106</b>		Math 7-1	Math 7-2	PLC/Prep	Math 7-3	Math 7-4	Math 7 Honors-9	Ho'okele 7A
Loving <b>J103</b>		Math 7-5 (co-teach)	Math 7 Honors-10	PLC/Prep	Math 7-7 (co-teach)	Math 7-8 (co-teach)	Math 7-6	Ho'okele 7B
Ramirez <b>J103/A10</b>		Math 7 (co-teach J103)	Math 7 (sm gp)	PLC/Prep	Math 7 (co-teach J103)	Math 7 (co-teach J103)	Math 7 (sm gp)	Ho'okele 7B
Soares <b>J105</b>		Alg-9	Math 8-1	PLC/Prep	Math 8-2	Math 8-3	Math 8-4	Ho'okele 8A
Robert <b>J104</b>		Alg-10	Math 8-5 (co-teach)	PLC/Prep	Math 8-6 (co-teach)	Math 8-7 (co-teach)	Math 8-8 (co-teach)	Ho'okele 8B
Kagawa <b>J104/A10</b>		Math 8 (sm gp)	Math 8 (co-teach J104)	PLC/Prep	Math 8 (co-teach J104)	Math 8 (co-teach J104)	Math 8 (co-teach J104)	Ho'okele 8B
Mathews <b>S1</b>		Sci 6-1	Sci 6-2	Sci 6-3	Sci 6-4	Sci 6-5	PLC/Prep	Ho'okele 6A
Fernandes <b>S5</b>		Sci 6-6	Sci 6-7	Sci 6-8	Sci 6-9	Sci 6-10	PLC/Prep	Ho'okele 6B
Pavel <b>S6</b>		Sci 7-10 Honors	Sci 7-5	Sci 7-6	Sci 7-7	Sci 7-8	PLC/Prep	Ho'okele 7A
Payton <b>S2</b>		Sci 7-9 Honors	Sci 7-1	Sci 7-2	Sci 7-3	Sci 7-4	PLC/Prep	Ho'okele 7B
Tengan <b>S3</b>		Sci 8-1	Sci 8-2	Sci 8-3	Sci 8-9 Honors	Sci 8-4	PLC/Prep	Ho'okele 8A
Bolos <b>S4</b>		Sci 8-5	Sci 8-6	Sci 8-7	Sci 8-10 Honors	Sci 8-8	PLC/Prep	Ho'okele 8B
Costello <b>I4</b>		SS 6-1	PLC/Prep	SS 6-2	SS 6-3	SS 6-4	SS 6-5	Ho'okele 6A
Kahele <b>P8</b>		SS 6-6	PLC/Prep	SS 6-7	SS 6-8	SS 6-9	SS 6-10	Ho'okele 6B
Piianaia <b>K202</b>		SS 7-1	PLC/Prep	SS 7-2	SS 7-9 Honors	SS 7-3	SS 7-4	Ho'okele 7A
Edwards Hunt <b>K102</b>		SS 7-5	PLC/Prep	SS 7-6	SS 7-7	SS 7-10 Honors	SS 7-8	Ho'okele 7B
McCracken <b>K201</b>		SS 8-4	PLC/Prep	SS 8-5	SS 8-6	SS 8-10 Honors	SS 8-8	Ho'okele 8A
<b>Marino K204</b>		SS 8-3	PLC/Prep	SS 8-1	SS 8-2	SS 8-9 Honors	SS 8-4	Ho'okele 8B
Medrano <b>I1</b>		Craft 6/Art 6	Craft 6/Art 6	Craft 6/Art 6	Craft 6/Art 6	PLC/Prep	Craft 6/Art 6	Ho'okele 6A
Torriger <b>P6</b>		Gr6 Explor	Gr6 Explor	Gr6 Explor	Gr6 Explor	PLC/Prep	Gr6 Explor	Ho'okele 6B

**E: Master Schedule (page 2 of 2)**
**Kea'au Middle School Master Schedule SY 2019-20 1-6-2020**

Cyran <b>M Choral</b>	Poly 6	Poly 6	Poly 6	Poly 6	Poly 6	Poly 6	Prep
Arkin <b>Gym 1</b>	PE 7/PE7	PE 7/PE7	PE 7/PE7	PLC/Prep	PE 7/PE7	PE 7/PE7	Ho'okele 7A
Stamosos-Correa <b>S Cr</b>	MediaA7/MediaB7	MediaA7/MediaB7	MediaA7/MediaB7	PLC/Prep	MediaA7/MediaB7	MediaA7/MediaB7	Ho'okele 7B
Tanaka <b>A9</b>	Math Workshop 7	Math Workshop 7	Math Workshop 7	Math Workshop 7	Math Workshop 7	Math Workshop 8	Prep
Nishimura <b>O101</b>	ShopA8ShopB8	ShopA8ShopB8	ShopA8ShopB8	ShopA8ShopB8	ShopA8ShopB8	ShopA8ShopB8	Prep
Reynolds, C <b>Gym 2</b>	PE8/Fit8	PE8/Fit8	PE8/Fit8	PE8/Fit8	PE8/Fit8	PE8/Fit8	Prep
Thomas <b>K205</b>	Hawaiian 8	Hawaiian 8	Hawaiian 8	PLC/Prep	Hawaiian 8	Hawaiian 8	Ho'okele 8B
Arceo <b>M Band</b>	Band II/III 7(8)	Band III/II 8(7)	Band I 6th	Band I 7-8	Band I 6th	Band II/III 7(8)	Prep
Corpuz <b>S Class</b>	AVID 8	AVID 8	AVID 7-8	PLC/Prep	AVID Coord	AVID 7-8	AVID Coord
Stone <b>K103</b>	SAC	Leadership 7/8	Leadership 7/8	SAC/Prep	SAC	Ldshp/Ambassdors	Ho'okele 8B
Silva, B <b>P2</b>	Sped (ILC-ED)	Sped (ILC-ED)	Sped (ILC-ED)	Sped (ILC-ED)	Sped (ILC-ED)	Sped (ILC-ED)	Mixed
Silva, D <b>A3</b>	Sped (FSC-LS)	Sped (FSC-LS)	Sped (FSC-LS)	Sped (FSC-LS)	Sped (FSC-LS)	Sped (FSC-LS)	Mixed
Auth <b>K101</b>	ASL 7/8	Sped 4: (FCS-DH)	Sped 4: (FCS-DH)	ASL 7/8	Sped 4: (FCS-DH)	ASL 7/8	Collab/Prep
Dawson <b>S Sped</b>	Sped 2 (FSC-MF)	Sped 2 (FSC-MF)	Sped 2 (FSC-MF)	Sped 2 (FSC-MF)	Sped 2 (FSC-MF)	Sped 2 (FSC-MF)	Mixed
Meyers <b>P14</b>	Sped (FSC-ED)	Sped (FSC-ED)	Sped (FSC-ED)	Sped (FSC-ED)	Sped (FSC-ED)	Sped (FSC-ED)	Mixed
delacuesta <b>P1</b>	ALC	ALC	ALC	ALC	ALC	ALC	Mixed
Reynolds, E <b>P12</b>	Read 180 Interven.	Read 180 Interven.	Read 180 Interven.	System 44 Interven.	System 44 Interven.	System 44 Interven.	Collab/Prep

Classroom 50 (2 subs)

Non-Classroom 8

Total 58

Admin 3

**F: Teacher and Student Survey Results URL (SY 19-20)**

Accreditation Teacher Survey Results URL:

[https://docs.google.com/forms/d/1-yhwhmvenATKr\\_nD\\_phW7HqtsruSmvqOclst1iMsZnc/viewanalytics](https://docs.google.com/forms/d/1-yhwhmvenATKr_nD_phW7HqtsruSmvqOclst1iMsZnc/viewanalytics)

Accreditation Student Survey Results URL:

<https://docs.google.com/forms/d/1WQpUT5QT7jiDHJY4oISOk7Q2qvbCVblzHGJZO4ZoKTE/viewanalytics>



# Three-Year Academic Plan

SY 2019-2020

Revised August 2019

Kea'au Middle School

16-565 Kea'au-Pahoa Road

Kea'au, HI 96749

[www.keaaumiddle.org](http://www.keaaumiddle.org)

Submitted by Mrs. Elna Gomes, Principal	Date
N/A	N/A

Approved by Mr. Chad Farias, CAS	Date
N/A	N/A



## Where Are We Now?

### **Needs: Comprehensive Needs Assessment** (December 2016)

1. A shift in attitudes and beliefs about individual and collective roles in student learning. (G2 EA1)
2. Strengthen Tier 1 supports for both academic (core instruction) and behavior systems. (G1 EA2, G2 EA3)
3. Systematize the communication, development, implementation, and monitoring of school wide programs and initiatives.
4. Faculty and staff to fully understand and implement school-wide processes.
5. Systems of reflection and revision within school wide processes.

### **Needs: Comprehensive Needs Assessment** (October 2017)

1. There is a need to develop individual and group identity - vision, beliefs, common purpose, roles. (G1 EA5)
2. There is a need for professional development for leaders and teachers to understand standards and plan and implement instruction/assessments that meet the needs of diverse learners. (G2 EA3, 4)

### **Needs: Comprehensive Needs Assessment / Title I End of Year Evaluation** (November 2018)

1. There is a need to increase achievement and growth for the disabled sub-group. (G1 EA 3)
2. There is a need to increase commitment in purposefully implementing high quality enabling activities.
3. There is a need to improve quality of instruction. (G2 EA 5)

### **Critical Areas for Follow-up: WASC Self Study** (April 2014)

1. Expand school wide high impact instructional strategies that will close the achievement gap and increase student learning. (G1 EA2 & 3)
2. Establish a process to evaluate the effectiveness of the support programs and use data to focus activities more effectively.
3. Continue to increase the rigor of classroom lessons and identify ways to successfully reach the targeted math and reading goals and extend real world learning experiences for students. (G1 EA1)
4. Continue to refine and improve the RTI process to better serve students. (G3 EA1)
5. Develop a plan to integrate and assess GLOs consistently throughout the curriculum to fulfill the school's vision. (G1 EA4)

### **Recommendations: WASC Mid-Cycle Visit** (January 2017)

1. Revisit the school's vision aligned with core values to give purpose and understanding for educating middle-school youngsters.
2. Teachers and administrators continue to build a culture of ownership where educators see themselves as advocates for students and are empowered to adopt practices that best meet the unique needs and cultural backgrounds of KMS students. They accept the responsibility for the results/data and work to change practices if they are not in the best interests of students. (G2 EA1 & 2)
3. Teachers continue to understand the Common Core Standards and increase their skills to develop rigorous, challenging literacy lessons so KMS students learn specific content knowledge and demonstrate deeper applied understanding of their learning. (G1 EA1)
4. Teachers and administrators continue to refine school wide processes in place to evaluate the effectiveness of the RTI-A and RTI-B programs with fidelity so these programs reflect the school's vision and mission. (G3 EA1)
5. Teachers and administrators continue to identify targets and data to be monitored for all RTI-A and RTI-B programs to ensure the focus is centered on student growth. (G3 EA1)
6. The KMART continue to ensure the enabling activities on the academic plan be implemented with fidelity, understanding, and commitment school wide.

### Addressing Equity: Sub Group Identification

**In order to address equity, list the targeted subgroups and their identified needs.**

- Disadvantaged
- Disabled
- ELL

These subgroups are categorized into the “High Needs” group.

Identified needs for High Needs group: Decrease in the achievement gap between “high needs” and “non-high needs” students by increasing student achievement and strengthening intervention and remedial supports for struggling students.

### ORGANIZE: Identify your Academic Review Team Accountable Leads.

<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school’s strategies and initiatives</b>
1. Elna M. Gomes, Principal	1. All
2. Randi Saplan, School-wide Coordinator	2. Goal 1: EA 3; Goal 2: EA 1, 3, 4, 5; Goal 3: EA 1
3. Connie Miyake, Academic Coach	3. Goal 2: EA 3, 4, 5
4. Angela Packer, ELA Department Head/6 Green	4. Goal 1: EA 1, 2, 3, 5, 6; Goal 2: EA 1, 2
5. Carl Soares, Math Department Head/8 Green	5. Goal 1: EA 1, 2, 3, 5, 6; Goal 2: EA 1, 2
6. Robyn Mathews, Science Department Head	6. Goal 1: EA 2, Goal 2: EA 2
7. Kristina McCracken, Social Studies Department Head/8 Green	7. Goal 1: EA 1, 2, 3, 5, 6; Goal 2: EA 1, 2
8. Kaimiloa Yoshida, Counseling Department Head	8. Goal 1: EA 4, 5
9. Sommer Corpuz, Electives Department Head/7 Green	9. Goal 1: EA 1, 2, 3, 5, 6, 7; Goal 2: EA 1, 2
10. Janean Stone, Student Activities Coordinator/8 Gold	10. Goal 1: EA 1, 2, 3, 5, 6; Goal 2: EA 1
11. Ku’ulei Arceo, 7 Gold	11. Goal 1: EA 1, 2, 3, 5, 6; Goal 2: EA 1
12. Heather Everitt, 6 Gold	12. Goal 1: EA 1, 2, 5, 6; Goal 2: EA 1,

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

**Objective 1: Empowered** -All students are empowered in their learning to set and achieve their aspirations for the future.

**Objective 2: Whole Child** -All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.

**Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.

**Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>1. Decrease in the achievement gap between “high needs” and “non-high needs” students. ELA - 6 percentage point decrease by 2020. Math - 10 percentage point decrease by 2020.</p> <p>2. Developmentally responsive, rigorous lessons connected to real world learning are present in all classes to raise academic achievement and student growth in ELA and Math.</p> <p>3. Students demonstrate their understanding of the GLOs and know how they are being assessed.</p> <p>4. A school environment that is inviting, safe, and supportive of all students.</p> <p>5. All students are supported by a significant adult advocate who engages them in goal-setting and purposeful learning that prepares students for responsible citizenship, college, career, and life.</p>	<p>To move toward developing the 16 characteristics of successful schools for young adolescents.</p> <p><b>Curriculum, Instruction, and Assessment</b></p> <ul style="list-style-type: none"><li>- Educators value young adolescents and are prepared to teach them.</li><li>- Students and teachers are engaged in active, purposeful learning.</li><li>- Curriculum is challenging, exploratory, integrative, and relevant.</li><li>- Educators use multiple learning and teaching approaches.</li></ul> <p><b>Leadership and Organization</b></p> <ul style="list-style-type: none"><li>-A shared vision developed by all stakeholders guides every decision.</li><li>-Leaders are committed to and knowledgeable about this age group, educational research, and best practices.</li><li>-Organizational structures foster purposeful learning and meaningful relationships.</li></ul> <p><b>Culture and Community</b></p> <ul style="list-style-type: none"><li>- The school environment is inviting, safe, inclusive, and supportive of all.</li><li>- Every student’s academic and personal development is guided by an adult advocate.</li><li>- Comprehensive guidance and support services meet the needs of young adolescents.</li><li>- Health and wellness are supported in curricula, school-wide programs, and related policies.</li></ul>

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>Strategic Plan Objective 1a: Increase student engagement &amp; empowerment</p> <p>Strive HI- Achievement and Growth</p> <ul style="list-style-type: none"> <li>Students and teachers are engaged in active, purposeful learning.</li> <li>Curriculum is challenging, exploratory, integrative, &amp; relevant.</li> <li>Educators use multiple learning and teaching approaches</li> </ul>	<p>1. Implement multiple learning and teaching approaches that are rigorous and connected to real-world experiences. (WASC 2014 #1, 3, WASC 2017 #3)</p>	2018-20	Team Reps	WSF Title I (PPEs, ELA novels, Scholastic Magazine, Stemscopes)	<p>Number of unit plans and/or team plans aligned to standards with assessments connected to a real world situation (interdisciplinary units, problem based units, service learning) (F)</p> <p>Quality student work samples (I)(F)</p>
<p>Strive HI- Achievement, Growth, Readiness (8th grade literacy)</p> <ul style="list-style-type: none"> <li>Educators value young adolescents and are prepared to teach them.</li> <li>Students and teachers are engaged in active, purposeful learning.</li> <li>Curriculum is challenging, exploratory, integrative, and relevant.</li> <li>A shared vision developed by all stakeholders guides every decision</li> </ul>	<p>2. Implement initiatives that promote literacy and math practices school-wide. (CNA 2016 #2)</p>	2018-20	Team Reps DHs	WSF Title I (classroom supplies, BrainPop, Spelling City, Flocabulary) Other	<p>Description and number of classrooms implementing school-wide literacy and math initiatives (F):</p> <ul style="list-style-type: none"> <li>academic vocabulary</li> <li>AVID instructional and organizational strategies</li> <li>math practices</li> </ul> <p>Examples of literacy and math activities from each department (F) Increase in the # of students meeting SBA</p>

					Hawaii benchmark on monthly STAR Reading and Math assessment (I)
<p>Strive HI: Decrease Achievement Gap</p> <ul style="list-style-type: none"> <li>Students and teachers are engaged in active, purposeful learning.</li> <li>Curriculum is challenging, exploratory, integrative, &amp; relevant.</li> <li>Educators use multiple learning and teaching approaches</li> <li>Leaders are committed to and knowledgeable about this age group, educational research, and best practices.</li> </ul>	<p>3. Develop and implement classes that support reading and math readiness. (WASC 2014 #1, CNA 2018 #1)</p>	2018-20	Randi Saplan	WSF Title I (Read 180/System 44, DreamBox, Mathletics, iReady)	<p>Individual plans and student reflections on monthly goal (F)</p> <p>Growth in STAR reading and math scores (I)</p> <p>Growth in reading and math skills (Read 180 / System 44, DreamBox, Mathletics) (I)</p>
<p>Strategic Plan Objective 1b: Ensure that graduates demonstrate the GLOs</p> <ul style="list-style-type: none"> <li>Students and teachers are engaged in active, purposeful learning.</li> <li>Comprehensive guidance and support services meet the needs of young adolescents.</li> <li>Leaders are committed to and knowledgeable about this age group, educational research, and best practices.</li> </ul>	<p>4. Implement SEL (Second Steps) lessons that teach the importance of demonstrating the GLOs. (WASC 2014 #5)</p>	2018-20	Kaimiloa Yoshida	WSF	<p>Student responses: # of students who can describe how the lessons help them positively demonstrate the GLOs (I)(F)</p> <p>Decrease in referrals during non-instructional time (I)</p>
Strive HI - Chronic Absenteeism and School Climate	<p>5. Develop and implement routines for advisory and teams that build a school environment that is inviting, safe, inclusive,</p>	2018-20	Team Reps Kaimiloa Yoshida	WSF	Team list of activities (dates, description, and participation) that promote an inviting, safe, inclusive, supportive environment,

<p>Strategic Plan Objective 4b: Support students' transition in adolescence</p> <ul style="list-style-type: none"> <li>• The school environment is inviting, safe, inclusive, and supportive of all.</li> <li>• Every student's academic and personal development is guided by an adult advocate.</li> <li>• Comprehensive guidance and support services meet the needs of young adolescents.</li> <li>• Health and wellness are supported in curricula, school-wide programs, and related policies</li> <li>• Leaders are committed to and knowledgeable about this age group, educational research, and best practices.</li> </ul>	<p>and supportive. (CNA 2017 #1)</p>				<p>including (F):</p> <ul style="list-style-type: none"> <li>• team building activities</li> <li>• homeroom competitions</li> <li>• attendance competitions and incentives</li> <li>• Blue Zone wellness activities</li> <li>• Positive Behavior Support activities</li> <li>• Culture-based education</li> </ul> <p>Decrease in the percentage of students who are at high risk of being chronically absent by team (I)</p> <p>Decrease in the number of referrals by team (I)</p>
<p>Strive HI: Decrease Achievement Gap</p> <ul style="list-style-type: none"> <li>• Students and teachers are engaged in active, purposeful learning.</li> <li>• Curriculum is challenging, exploratory, integrative, &amp; relevant.</li> <li>• Educators use multiple learning and teaching approaches</li> <li>• Leaders are</li> </ul>	<p>6. Implement career exploration, goal-setting &amp; problem solving activities in the advisory class. (WASC 2014 #1)</p>	<p>2018-20</p>	<p>Team Reps</p>	<p>WSF</p>	<p>Personality/ interest/ career inventory (e.g.<u>RIASEC Test</u>), goal setting/ self-progress check worksheets/records (F)</p> <ul style="list-style-type: none"> <li>• Student samples</li> <li>• # of students in Ho'okele with Personal Transition Plans Portfolio</li> </ul>

committed to and knowledgeable about this age group, educational research, and best practices.					
Strategic Plan 1c: Students have diverse opportunities to explore, plan, and prepare so that they graduate from high school ready to succeed.	7. Implement multiple learning and teaching approaches that are connected to college and career readiness.	2019-20	GEAR UP Committee Sommer Corpuz	WSF GEAR UP	Number of activities that promote college and career readiness (F)

**Goal 2: Staff Success.** Kea’au Middle School has 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 three years,	<b>Rationale:</b>
1. A culture of ownership in student learning by all faculty members. 2. All faculty members accept responsibility of results/data and changing practice in the best interest of students. 3. Strong Tier 1 supports for core instruction and behavior. 4. Teachers have increased content knowledge in Common Core Standards (CCS) and Next Generation Science Standards (NGSS).	To move toward developing the 16 characteristics of successful schools for young adolescents. <b>Curriculum, Instruction, and Assessment</b> - Educators value young adolescents and are prepared to teach them. - Students and teachers are engaged in active, purposeful learning. - Curriculum is challenging, exploratory, integrative, and relevant. - Educators use multiple learning and teaching approaches. - Varied and ongoing assessments advance learning as well as measure it.  <b>Leadership and Organization</b> -Leaders are committed to and knowledgeable about this age group, educational research, and best practices. -Organizational structures foster purposeful learning and meaningful relationships. -Leaders demonstrate courage and collaboration - Ongoing professional development reflects best educational practices.

<b>Planning</b>				<b>Funding</b>	<b>Interim Measures of Progress</b>
<b>Desired Outcome</b>	<b>Enabling Activities</b>	<b>School Year(s) of Activity</b>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b>	<b>Define the relevant data used to regularly assess and monitor progress</b>
Goal 2, Strategic Plan Objective 1: Focused PD	1. Build a school environment that fosters purposeful learning and meaningful relationships by strengthening the structure of	2018-20	Randi Saplan Team Reps	WSF Title I (AMLE Conference, substitute teachers)	Team list of rituals, routines and norms that promote an inviting, safe, inclusive, supportive



<p>Goal 1, Strategic Plan Objective 2b: Address students' physical, mental, and social emotional health through school programs</p> <ul style="list-style-type: none"> <li>Educators value young adolescents and are prepared to teach them.</li> <li>The school environment is inviting, safe, inclusive, and supportive of all.</li> <li>Organizational structures foster purposeful learning and meaningful relationships</li> </ul> <p>Leaders demonstrate courage and collaboration.</p>	<p>teams. (CNA 2016 #1, WASC 2017 #2, CNA 2018 #2)</p>				<p>environment. (F)</p> <p>Increase in the % of Care on the Tripod survey to 75% (I) (<i>trajectory</i>)</p>
<p>Strive HI-Achievement, growth, gap</p> <ul style="list-style-type: none"> <li>Varied and ongoing assessments advance learning as well as measure it.</li> <li>Educators use multiple learning and teaching approaches.</li> </ul> <p>Educators value young adolescents and are prepared to teach them.</p>	<p>2. Faculty members consistently utilize the data team process to adjust teaching practices based on student needs. (WASC 2017 #2)</p>	2018-20	Core DHs	WSF Title I (STAR Assessment)	<p>Each department's data cycle process. (F)</p> <p>Departments data cycle logs (F)(I)</p> <p><b><i>Observations of the degree of implementation (small groups, students problem solving in various ways) (I)</i></b></p>
<p>Goal 2, Strategic Plan Objective 1: Focused PD</p> <ul style="list-style-type: none"> <li>Ongoing professional development reflects best educational practices.</li> </ul>	<p>3. Provide ongoing professional development that reflect best practices to support teachers in providing and engaging students in rigorous, challenging, and purposeful lessons that are aligned</p>	2018-20	Connie Miyake Randi Saplan	WSF Title I (Academic Coach, professional development supplies, AVID Summer Pathway	<p>School professional development activities (F)</p> <p>Departments (core subject areas)</p>

<ul style="list-style-type: none"> <li>Students and teachers are engaged in active, purposeful learning.</li> <li>Educators use multiple learning and teaching approaches.</li> <li>Educators value young adolescents and are prepared to teach them.</li> </ul>	with CCSS, NGSS and C3 Framework. (CNA 2016 #2, CNA 2017 #2)			Conference)	professional development activities aligned to CCSS, NGSS and C3. (F)  <b><i>Observations of the degree of implementation (I)</i></b>
<p>Goal 2, Strategic Plan Objective 1: Focused PD</p> <ul style="list-style-type: none"> <li>Ongoing professional development reflects best educational practices.</li> <li>Educators use multiple learning and teaching approaches.</li> </ul>	4. Provide ongoing professional development that reflects best practices to support teachers in providing and engaging students in rigorous, challenging, and purposeful lessons that are targeted towards the needs of EL and SpEd students. (CNA 2017 #2, CNA 2018 #1)	2018-20	Connie Miyake Randi Saplan	WSF Title I (substitute teachers)	EL and SpEd professional development activities (AAPI Pilot Grant, Hui Pu) (F)  Teacher Survey of implementation of strategy (F)  <b><i>Observations of the degree of implementation (I)</i></b>
<p>Goal 2, Strategic Plan Objective 1: Focused PD</p> <ul style="list-style-type: none"> <li>Ongoing professional development reflects best educational practices.</li> <li>Educators use multiple learning and teaching approaches.</li> </ul>	5. Provide ongoing professional development based on brain research and trauma sensitive practices to support teacher instruction. (CNA 2018 #3)	2018-20	Connie Miyake Randi Saplan	WSF Title I (The BERC Group, substitute teachers)	Professional development activities <ul style="list-style-type: none"> <li>- Trauma Informed Practices</li> <li>- The 4 Habits of Powerful Teaching and Learning (F)</li> </ul> <b><i>Observations of the degree of implementation (I)</i></b>

**Goal 3: Successful Systems of Support.** The system and culture of Kea’au Middle School works to effectively organize financial, human, and community resources in support of student success.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p>1. Communication, development, implementation, monitoring, and evaluation of school wide programs and initiatives are systematized.</p> <p>2. RTI processes are firmly in place to support students with academic and behavioral needs; and to intervene with services and support in a timely and effective manner thereby decreasing the number of students requiring Tier 3 services.</p>	<p>To move toward developing the 16 characteristics of successful schools for young adolescents.</p> <p><b>Leadership and Organization</b></p> <ul style="list-style-type: none"> <li>- A shared vision developed by all stakeholders guides every decision.</li> <li>- Leaders are committed to and knowledgeable about this age group, educational research, and best practices.</li> <li>- Leaders demonstrate courage and collaboration.</li> <li>- Organizational structures foster purposeful learning and meaningful relationships.</li> </ul>

<b>Planning</b>				<b>Funding</b>	<b>Interim Measures of Progress</b>
<b>Desired Outcome</b>	<b>Enabling Activities</b>	<b>School Year(s) of Activity</b>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b>	<b>Define the relevant data used to regularly assess and monitor progress</b>
<p>Strive HI-Achievement, Growth, Readiness, Gap</p> <p>Goal 1, Strategic Plan Objective 4b: Support students’ transition in adolescence</p> <p>Goal 3, Strategic Plan Objective 2: Adequate &amp; expanded resources,</p>	<p>1. RTI-A and RTI-B supports are in place and in practice to meet the needs of young adolescents and are regularly monitored for impact and improvement of the systems. (WASC 2014 #4, WASC 2017 #4, 5)</p>	2018-20	Randi Saplan	WSF, Title I (parent engagement expenses)	<p>Description of school-wide programs. (F)</p> <p>Description of process in place to regularly monitor school-wide programs. (F)</p> <p>% of students who meet entrance criteria are receiving the appropriate support (F)</p>

<p><b>Objective 3: Efficient &amp; transparent supports</b></p> <ul style="list-style-type: none"> <li>• Organizational structures foster purposeful learning and meaningful relationships.</li> <li>• Comprehensive guidance and support services meet the needs of young adolescents.</li> <li>• Health and wellness are supported in curricula, school-wide programs, and related policies.</li> </ul>					<p>of the students who are receiving appropriate supports, % of students are making progress toward exit criteria (I)</p>
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