**HA-HNL-PCF SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**HAWAII STATE DEPARTMENT OF EDUCATION**

**FOR**

**Kea’au High School**

**16-725 Keaʻau-Pahoa Road
Keaʻau, Hawaiʻi 96749**

**Hawaiʻi District-2**

**March 6 - 9, 2017**

**Visiting Committee Members**

Judy Cavallaro, Chairperson

Teacher, Heritage High School

Allison Carveiro
CISL Vice Principal

VerileAnn Malina-Wright, EdD.
Vice Principal, Retired

Gordon Miyamoto
Education Specialist

Gail Takeuchi
Mentor Teacher, Retired

Marsha Taylor
Teacher,

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**Appendices**

**Chapter I: Student/Community Profile**

**Briefly summarize the most critical information from the student/community profile that impacts the school.  Include the following:**

Keaʻau High School is located in the Puna District on the island of Hawaiʻi and  is named after the nearby town of Keaʻau. Located about 10 miles outside the city of Hilo, Keaʻau is part of the Puna District which consists of 70,000 acres stretching from the Kilauea Volcano to the Puna coast.  It is one of the six ancient Hawaiʻian land divisions called ahupuaʻa on the Big Island.

The Keaʻau community, with a total population of 24,991, is an area where the socioeconomic status drops below the indicators found throughout the rest of the state.  The State of Hawai`i 2014-2015 School Status and Improvement Report (SSIR) is one of two major reports produced by the Hawaiʻi Systems of Accountability and is based on the 2010 United States census.

**Reading/English Language Arts Proficiency**

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**Math Proficiency**



**Science Proficiency **

The school continues to show improvement in most tested areas. From SY 2012-2013 to SY 2013-2014 both Reading and Science showed growth on the HSA exam.  Science made a significant increase in the percentage of proficient students by raising their average by 16%. The Math scores for those years decreased slightly, yet the math scores continue to be above the average for the state. In 2013-2014 the state in most tested areas. From SY 2012-2013 to SY 2013-2014 both Reading and Science showed growth on the HSA exam.  Science made a significant increase in the percentage of proficient students by raising their average by 16%. The Math scores for those years decreased slightly, yet the math scores continue to be above the average for the state. In 2013-2014 the state e 13% below the state average and Math scores were 4% below the state average. The Science scores 12% from the prior year.

Keaʻau High School has grown over the years and has now become a fully operational public high school.  Through the years, the student population has increased from 475 in 1999 to 871 in 2014.  The current total student body enrollment figure, set on the official count day in August 2016, is 998 students.  Over the past 3 years, the enrollment has increased by 166 students equating to an increase of 17%.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** |
| **Enrollment** | 915 | 877 | 832 | 871 |
| **Disadvantaged total / percentage** | 685 = 74.9% | 945 = 73.9% | 632 = 75.9% | 676 = 77.6% |
| **SPED total / percentage** | 186 = 20.3% | 175 = 19.9% | 165 = 19.8% | 148 = 16.9% |
| **ELL total / percentage** | 45 = 4.9% | 41 = 4.6% | 37 = 4.4% | 51 = 5.8% |

The various subcategories of the school population also reflect fluctuations in numbers over the past few years.  The disadvantaged population, based on KHS free and reduced lunch figures, have experienced a slight increase from 74.9% during SY 2011-2012 to 77.6% during SY 2014-2015.  The Special Education (SPED) population has decreased from 20.3% during SY 2011-2012 to 16.9% during SY 2014-2015.  The English Language Learners (ELL) population has increased from 4.9% during SY 2011-2012 to 5.8% SY 2014-2015.  It is expected that this population will continue to grow as our Micronesian population increases in our community.

**Ethnic Diversity**

The ethnic makeup of KHS is fairly diverse. The three predominant ethnic groups, in order, are: Native Hawaiʻian, Filipino, and White. Although the school has changed in the volume of students that it services over the years, the comparative student ethnicity ratios have remained quite stable. The following table contains data from the past School Status Improvement Report (SSIR) reports that examines student ethnicity (the most recent SSIR is the 2014-2015 report):

**Student Attendance Patterns**

Student attendance at KHS is a challenge that the school continues to focus on. Despite the fact that reduced attendance rates are a recognized problem associated with the community’s socio-economic status.  SSIR data from SY 2012-2013 to SY 2014-2015 shows a data rate average of 89.5% for daily student attendance. This averaged figure is 5.5% below the attendance standard set by the state. This trend is accompanied with the students being absent for a longer period of time. The SSIR data for KHS shows a (57.9%) higher rate for the averaged absence period, with an annual average of 18.7 days compared to the 9 days state standard. KHS’s longitudinal data exhibits an increasing dropout rate trend, with a high of 22.7% for the SY 2012-2013. At KHS, drop out is another problem often associated with attendance related problems.

**Teacher Characteristics**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teachers** | **Total** | **Licensed** | **Years****Experience** | **5+ Years****at****This School** | **Classes Taught by Teachers Meeting NCLB Requirements** | **Advanced****Degree** |
| **School Year** | **#** | **%** | **Average** | **%** | **%** | **%** |
| **2013-2014** | 62 | 96.7% | 13.5 | 65% | 65% | 30.6% |
| **2014-2015** | 60 | 95.0% | 14.2 | 63% | 86% | 35.0% |
| **2015-2016** | 62 | 98.3% | 13.6 | 61% | 80% | 33.8% |

The SY 2015-2016 SSIR figures also revealed that the teaching staff comprised of 62 certificated teachers. Of those teachers, 20 (33.8%) held advanced degrees, 38 (61%) were at KHS for 5 or more years and had an average of 13.6 years of experience. In addition, 6 of the KHS teachers were Nationally Board Certified. According to the Hawaiʻi NCLB School Report, 20% of the classes at the school were not taught by NCLB Highly Qualified Teachers.

**Chapter II: Progress Report (2 pages)**

**Since the last self-study:**

Since the previous Full Self-Study done in SY 2010-2011 and the Three-Year-Term Revisit done SY 2014, the Visiting Committee cited five Critical Areas for improvement:

1. Establish a long range plan to address the needs for accountability for the shared responsibility of student learning.
2. Develop a consistent attendance and discipline policy that will be implemented and monitored.
3. Implement a rigorous standards based curriculum in all content areas and create curriculum maps outlining the essential skills and assessments.
4. Develop a formal process to collect, analyze, and disaggregate multiple sources of data to change instructional practice and monitor student learning.
5. The school needs to include all stakeholders (parent, community, and student) in the school improvement process.

The Academic and Financial Plan is the school’s guide to addressing the long range plans for accountability and shared responsibility for student learning.  Since August 2011, Keaʻau High School (KHS) partnered with School Synergy, LLC to develop its On-Site School Review process in an effort to become a High Performing School under the Strive HI index.  The On-Site School Review (OSSR) provides schools with an in-depth analysis of areas strongly tied to increasing student learning and achievement.  At the center of the school review process are the Effectiveness Indicators identified by this process.  A synthesis of this research is found in The High-Performing School: Benchmarking the 10, Indicators of Effectiveness, Solution Tree Press, 2009.  The Effectiveness Indicators that were selected for benchmarking in the Kaʻu-Keaʻau-Pahoa Complex Area were numbers 2,3,7,8, and 9. Each indicator addressed a critical area of improvement the visiting committee cited during the previous full self study and the three year term revisit.  Each indicator also became a part of the OSSR Progress Monitoring that would be evaluated in 2013 and 2015.

Instructional Program

The instructional program is clearly the reason for which the school exists-it is the core mission.  The On-Site School Review looks at the instructional program as a whole, focusing on its rigor (access, challenge, and support for all students),  flexibility (individualized tools, strategies, and assessments for all students), and the support it provides for teachers (curriculum cohesion, professional collaboration, and instructional leadership).

Student Assessment

Student assessment can be used to determine individual students’ levels of specific knowledge and skills; to improve classroom instruction; to adapt instruction or prescribe interventions for individuals or groups of students; to evaluate and improve larger instructional programs; and to measure and compare schools, districts, and states for broad public accountability.  An On-Site School Review examines the range and quality of school’s assessment system.

Student Connectedness, Engagement and Readiness

Feeling a connection to their school, their peers, and the adults within their school provides an important safety net for students.  Students who feel connected are much more likely to stay in school despite obstacles they may face along the way.  Extracurricular activities play an important role in these feelings of connection.  When students begin to falter, there are mechanisms in place to quickly reach out to them with targeted assistance.  Students move seamlessly from one school to another in the district because there is a high level of communication and coordination between schools.  An On-Site School Review looks at the extent of all of these efforts to keep students in school until they graduate.

School Environment

An On-Site School Review looks for the combination of warmth and academic challenge that is the key to a positive school environment.  Such an environment is strongly associated with student success.  There is respect between all stakeholders.  Faculty and staff members skillfully meet the needs of culturally and linguistically diverse students.  Behavior management systems focus first on instruction and intervention, resulting in an environment that is orderly but not unduly regimented.

Family and Community Involvement

In effective schools, there are programs in place to engage families and the community in supporting student learning.  An On-Site School Review assesses the commitment of the school, its families, and its community to developing partnerships for the benefit of the students.  It examines both the school’s outreach efforts and the families and community’s involvement in, and ownership of, the school.

**Chapter III: Self-Study Process (1–2 pages)**

Keaʻau High School (KHS) began preparing for this self-study process on January 6, 2016, Professional Development (PD) day, with an activity that started the review and revision process of the school’s current mission and vision statements.  Teachers and staff members were asked to explain and comment about the current mission and vision statements and to make any changes to the statements that would maximize student achievement and learning.  The Comprehensive Needs Assessment (CNA), HIDOEs 2011-2018 strategic plan, tri-level leadership (state, complex area, school), General Learner Outcomes (GLOs), Academic and Financial Plan, and academic standards were also included in the self-study process.

Due to scheduling and time concerns, focus groups were determined by the master schedule.  All teachers have a collaboration period so the focus group members became all of the teachers that had the same common collaboration period.  This arrangement worked well as it provided a mixture of departments, experience, and personal abilities.  The various groups meet approximately once each week, to brainstorm known/discovered information, examine evidence and/or data that connected to their focus area topic, conducted interviews and developed school level surveys.  After this group networking was completed, the focus groups broke down into smaller sub-groups to begin the writing of the narratives.

In order to comply with state and district timelines, the development of the Academic and Financial Plan for the upcoming school year SY 2016-2017 needed to be completed.  On January 22, 2016, a Professional Development day for the faculty focused on the financial budget of KHS.

Efforts were made to identify and recruit members from the school community and parents. newsletters, flyers, the KHS website and the KHS marquee were the primary ways the school communicated with parents concerning the accreditation process.

In addition, The On-Site School Review (OSSR), facilitated by School Synergy,  provides schools with an in-depth analysis of areas strongly tied to increasing student learning and achievement. The OSSR, which took place October 26 through October 30, 2015, had two major purposes:

1. To provide the school and complex area with objective data relating to the effectiveness of the school’s current programs, processes and strategies; and
2. To identify the actionable next steps that, if carried out with fidelity, will rapidly accelerate student learning and achievement, and create and sustain a positive school environment for both students and adults.

Eighteen OSSR review team members spent five full days on-site at Keaʻau High School (KHS) to determine the degree to which the programs, practices, and procedures at KHS match those in place in the nation’s most effective schools.  A comprehensive report was provided by School  Synergy and the results were shared with the entire staff.  The resulting data from the OSSR report is being used as a baseline for continuous support and monitoring  instructional organization, instructional strategies, formative assessment and differentiation, classroom behavior, and student engagement.

**SCHOOL PURPOSE: Core values, beliefs, vision and mission, and General Learner Outcomes**

Approximately every two years, KHS reviews and updates the Vision and Mission statements.  The review process involves all stakeholders and is conducted at faculty meetings.  The current vision statement for KHS is “All students will meet personal, professional, and civic challenges with a global perspective.” The mission of KHS is “To provide an environment supportive of teaching and learning where all students can succeed with integrity to become responsible, contributing members of society.”  The Vision and Mission statements are aligned with the Hawaiʻi Department of Education General Learner Outcomes (GLOs) that focus on six areas:

* Self Directed Learner: Be responsible for one’s own learning
* Community Contributor: Understand that it is essential for people to work together
* Complex Thinker: Be involved in complex thinking and problem solving
* Quality Producer: Recognize and produce quality performances and products
* Effective Communicator: Use listening, reading, writing, speaking, and visual skills
* Technologically Competent: Understand the effective and ethical use of technology.

**Chapter IV:  Quality of the School’s Program**

**Part A: What Currently Exists (10–20 pages)**

|  |
| --- |
| **Based on the self-study and visiting committee findings, for each criterion in the following categories:****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*** **Summarize an analysis of what currently exists and its impact on student learning.**
* **Highlight areas of strength (*if any*).**
* **Highlight the key issues (*if any*).**
* **List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.**

**➔ Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *HIDOE/ACS WASC* *Accreditation Status Determination Worksheet*).** |

**CATEGORY A. ORGANIZATION: VISION, MISSION, GENERAL LEARNER OUTCOMES,  GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

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

To what extent has the school established a clearly stated vision and mission (purpose) based on student needs, current education research, and the belief that all students can achieve at high academic levels?

To what extent is the school’s purpose defined further by academic standards, General Learner Outcomes (GLOs), and the school’s Academic Plan?

Kea’au High School (KHS) has a coherent vision and mission that, while describing what it desires its students to achieve, could be more clearly articulated. This is reflected in the school’s plans to re-visit the statements this year in order to address concerns over their relevance and user friendliness. The word “global” in the vision statement may need further elucidation in order for it to be understood and embraced by all stakeholders.

The vision and mission statements are reflective, in a general sense, of the school’s embrace of the Common Core State Standards and subject matter academic expectations, as well as its approach to the General Learner Outcomes (GLOs) and State Strategic Plan.

KHS’s Academic Plan is based on the school’s vision and mission, considers multiple data sources, and is grounded by a firm believe that all students can succeed.

KHS has a coherent vision and mission due to work on the part of administration and faculty. However, the larger school community, including students, parents and community stakeholders, would benefit from having increased opportunity to help shape the statements, rather than to just review or approve them. This would ensure that there is agreement and ownership among all stakeholders in how the school educates its students. While the Executive Committee has met with student government representatives, and were presented with the “winner” of a contest for improved vision and mission statements, it is unclear how this will be incorporated into the revision process for the statements.

The GLOs are based on six outcomes established across the entire state and are posted in classrooms. They have been adapted and are presented in Hawaiʻian and English. It has not been specified how the GLOs have been operationalized and integrated throughout the school program.

The 2016-17 Academic and Financial Plan (AFP) has been created based on multiple data sources, including the school’s Comprehensive Needs Assessment (CNA) and On-Site School Review (OSSR). Input was obtained from the school’s various stakeholders, including faculty, staff, students, parents and community. Collaborative work has been done between the Executive Committee and faculty through organized activities with departmental teams. Opportunities are created for parents, students and community members to provide feedback on the plan through School Community Council (SCC) meetings, although the scope of the process has not been specified.

The school incorporates several modes of communication to connect and share information with the school community. It provides a number of activities to engage the larger community to promote its vision, mission and GLOs. Community walk-throughs are provided to share the school’s vision and mission with parents and community members.

KHS incorporates the Parent Teacher Student Association (PTSA) and SCC as vehicles to engage parents and the community. The PTSA raises funds to support the school and participates in activities on campus and in the community beyond the school. The SCC provides opportunities for community discussion regarding the school’s mission and vision, AFP and other school related topics. Parents and other community members are also given opportunities to learn about the school’s program via Parent Nights and twice yearly Parent Teachers Conferences. Community walk-throughs, newsletters, marquees, and phone messaging are used to keep community members engaged.

It is unclear what efforts are made to further operationalize the vision and mission statements and GLOs for all stakeholders, so that they are firmly embedded in the culture and practices of the entire organization, including the community beyond the school.

KHS’s Academic and Financial Plan have been revised annually and reviewed throughout the school year with opportunity for input from all stakeholder groups through the school’s existing structures, including its Executive Council, school departments and SCC. A CNA is conducted annually to provide a basis for identifying and addressing student needs as well as setting school priorities.

The process for and frequency of review and revision of the school’s vision, mission, and GLOs has not been specified. There appear to be several opportunities for non-school stakeholder input, including SCC meetings, community walk-throughs, parent and faculty meetings, and the School Quality Survey. Although these items are revisited periodically, it would be beneficial to systematize their review by establishing a regular periodic protocol for obtaining input from all stakeholders.

**A2.   Governance Criterion**

To what extent are the school’s program and operations in alignment with the a) the Hawaii Board of Education’s policies and b) the Hawaii Department of Education rules, regulations, and procedures?

To what extent does the Board of Education delegate the implementation and monitoring of these policies to the Hawaii Department of Education?

KHS has a good understanding of the governance and management of the school, including the roles of the different levels of authority assigned to the various governing bodies (BOE, State DOE, Complex Area, and school). The vision, mission, and AFP are all guided by BOE policies, the state’s strategic plan and six priority strategies, and incorporate the Common Core State Standards and GLOs. The school is also responsive to Kau-Keaau-Pahoa (KKP) Complex Area initiatives.

KHS has an established School Community Council (SCC) that brings together representatives of the stakeholder groups that make up the school community, including administration, faculty, staff, parents, students and community. The SCC provides stakeholders opportunities to understand the role and authority of the different governing authorities, as well as to contribute to the school’s governance.

KHS provides a number of opportunities for faculty, staff and other stakeholders to understand the relationship between the decisions, expectations and initiatives of different governing authorities and the work of the school through participation in various leadership structures established in the school (e.g., Executive Council, department chairpersons, School Community Council). The school provides a number of mechanisms through which ongoing two way communication can be established between administration and other stakeholders.

The On-Site School Review (OSSR) provides a research-based framework of expectations and procedures that was introduced by the KKP Complex Area to address the systems issues at the school, installing rigorous expectations for teaching and student outcomes.

KHS uses the state generated School Status and Improvement Report (SSIR), School Quality Survey (SQS) and Strive-HI evaluation data reports to provide essential information to help the school align with the DOE’s priorities to analyze and improve student outcomes.

The SCC meets monthly with stakeholders (students, parents, community members, teachers, and administration) to share and discuss information, including that from the governing authorities, to help stakeholders understand and integrate that information into decisions made for the school.

The KHS Executive Council acts as the school’s governing authority whose responsibility it is to provide clear understanding of the relationship between itself, the governing authority and the roles and responsibilities of faculty and staff. Opportunities to deepen understanding are provided through Executive Council and department meetings, professional learning communities (PLCs) and collaboration time. This provides the infrastructure for two-way communication among departments, the Executive Committee and school administration.

Faculty are provided with the Opening of the School Year packet that includes BOE and DOE memos about responsibilities of the professional staff as well as the KHS handbook on school policies and procedures. School also provides in-service training during the school year on new and ongoing initiatives and processes to explain expectations and resources provided.

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

To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards?

To what extent do the school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs?

The KHS planning process gathers input from stakeholders, but it is unclear whether there is a systematic way of incorporating that information with student achievement data to create the AFP. Opportunities should be provided for different stakeholder groups to examine the student achievement data so that creation of the AFP is data-driven and not developed solely on the basis of perception. While it is commendable that stakeholders are given opportunities to provide input, the incorporation of this data into the planning process is essential, as well as creating a feedback loop to assess understanding of the input given.

The SCC serves as the primary mechanism for collaboration between stakeholders and meets monthly. The SCC consists of the Principal, Vice Principals, representatives from parent, community, student, faculty, and classified staff.

Parents and community members are also incorporated in the planning process by participating in parent teacher conferences and/or participate in community walkthroughs.

The school has a process in place to incorporate the use of student achievement data into the development of their AFP. The Executive Council works with staff to determine the academic status of its students to create the AFP informed by process, student learning, demographic and perception data. An annual CAN is undertaken through monthly staff and faculty meetings. Student data considered includes Smarter Balanced (SBAC) scores, End of Course student outcomes, ACT results, CSSS, 504, IDEA, ELL, and eCSSS reports, graduation/dropout rates, general demographics.

The school’s Executive Council monitors the progress of the school toward achieving the goals created in the AFP and reviews and revises it on an annual basis. In addition, adjustments can be made within the year based on an analysis of data reflecting progress or lack of progress toward the desired outcomes. The protocol by which progress is monitored, and its frequency, have not been documented.

The school’s Executive Council monitors the progress of the school toward achieving the goals created in the AFP and reviews and revises it on an annual basis. In addition, adjustments can be made within the year based on an analysis of data reflecting progress or lack of progress toward the desired outcomes. The protocol by which progress is monitored, and its frequency, have not been documented.

KHS’s SCC provides the opportunity for stakeholder representatives to review and give feedback in regards to both the development of the AFP and on progress towards its goals. The SCC consists of Administration, 2 classified staff, 2 certificated staff, and parent, community and student representatives. The SCC conducts open monthly meetings to address issues that may arise regarding the AFP as well as other items on agenda. An SCC Implementation Timeline Checklist is used to monitor quarterly progress toward goals.

Work groups have been created to review and develop the AFP. However, the make-up of these work groups and process under which they operate have not been specified.

In addition, two SCC Community Meetings are convened each year, during Open House and at the KHS Arts and Music Night. The AFP is presented by the SCC at these meetings, with comments and questions collected for input.

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

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

KHS follows all state personnel policies and procedures in hiring its faculty and staff. All certificated employees are required to hold a valid State of Hawaii teaching license. Currently, all teachers at KHS are licensed (There is a discrepancy in the Self-Study, here it states that 95% of teachers are licensed, in section 6.6 it states that 100% of teachers are licensed. In addition, 35% of teachers have advanced degrees. The teaching staff is experienced with an average of over 14 years of experience. The staff is relatively stable, with xx having taught at the school for at least xx years.

63% of teachers hold Highly Qualified (HQ) status in their content area. It is unclear how many of those HQ teachers are teaching in courses that require HQ designation. In those courses, and how many teachers are being provided support from the administration in gaining HQ status for their content areas.

The school intentionally positions their staff to work in areas of expertise. A Master Schedule is created collaboratively by administration and faculty to place teachers in courses where they hold HQ status. However, it is unclear how teachers are placed in the event that no HQ teacher is available.

KHS provides a number of supports to increase the expertise of personnel working there. Written policies and handbooks have been created to explicitly define responsibilities, operational practices and decision-making processes. These policies and handbooks have been created by, reviewed and updated by staff teams.

The Executive Council, which serves as the leadership team for the school, provides a vehicle to review school operations, and student learning in particular, to improve practice schoolwide. Education coaches (TIPS) provide instructional leadership and identifies both successful teaching practices and those that may be in need of strengthening. Walk-through observations are used to collect direct and immediate information about student learning which allows the TIPS team to provide feedback to the teachers.

Professional development opportunities and Professional Learning Communities (PLCs) are conducted regularly for staff to review and analyze student data, as well as problem solve, improve practice and provide mutual support.

A high priority is placed on mentoring of new and probationary teachers, with each assigned a mentor who meets regularly with them to provide coaching and support. A new teacher mentoring handbook is accessible as an additional resource. Teacher center trainings are available to all mentors to support their ability to provide high quality mentorship.

KHS has written policies and procedures that define responsibilities, operational practices, and decision-making processes for administrators and faculty. The KHS Teacher Handbook/Survival Guide outlines basic policies and procedures for teachers and staff. In is unclear whether documentation exists for decision-making processes such as comprehensive student support and chronic absenteeism.

Executive Council minutes inform faculty and staff of decisions made regarding policies and practices. School Community Council minutes keep faculty and staff aware of community feedback on school-related issues.

Student planners provide documentation for the policies and practices required of students which clearly define the roles of administration and faculty in relation to students.

The school has a variety of structures to facilitate internal communication among staff, faculty and administration. Time is provided for planning, collaboration and coordination via regularly scheduled meetings conducted both within and across content areas, as well as along grade-levels. Teachers have multiple coordination periods scheduled during the school day per week to work across content areas; PLCs meet weekly for collaboration in content area groups. Departments, committees, and grade-level cohorts hold monthly meetings along with periodic faculty meetings.

The Executive Council meets weekly, with information shared at the monthly department meetings. Department Heads serve liaisons between the Executive Council and their respective department members. Executive Council and department meetings minutes are accessible to all faculty. Additional information is shared at monthly faculty meetings.

In addition, Google Apps for Education is used to allow for input from faculty members on such schoolwide documents such as the Comprehensive Needs Assessments and Academic Plan.

The principal also meets monthly with the Association Policy Committee (APC) to discuss contractual issues with faculty. Union representatives are available to teachers if they have unresolved issues that involves their contract. APC minutes are available to the faculty.

Staff is involved in determining the KHS educational program in a number of ways across and within content areas, grade levels, and schoolwide. Infrastructure has been created and resources devoted to provide staff with the ability and opportunity to leverage their experience, expertise and common goals to best serve their students.

Data teams meet by content area groups to provide forums for professional collaboration, accountability and mutual support. The data teams meet weekly in PLCs for department faculty organized into smaller instructional units to collaborate in planning common formative assessments, as well as reviewing and analyzing student assessment data, instructional practices and progress toward academic outcomes.

The school incorporates a Cycle of Instruction framework which serves as a continuous school improvement process encompassing the foundation for curricula, instruction, and assessments. Using this model, teachers examine strategies and practices and have collaborative conversations to determine the effectiveness of those practices and identify next steps. An On-Site School Review (OSSR) and the Teach Implement Perfect Sustain (TIPS) Team are provided to support this process through classroom observations, giving feedback, coaching if necessary, and collaborating to improve instructional practice.

In addition to the weekly PLC meeting times, teachers are provided with collaboration periods scheduled during the school day to allow teachers to work with their peers across content areas and/or courses to integrate learning across multiple disciplines or levels, often in project based work.  Inclusion teachers can use this time to review student work and plan for co-teaching activities.

New teachers are provided support through a newly created mentoring program. Mentors are assigned by administration and meet bi-monthly with their mentees to provide support and encouragement. In addition, a New Teacher Survival Handbook has been created to assist new teachers in acclimating to the KHS school environment.

In addition, staff contributes to school improvement efforts, reviewing schoolwide data and Strive HI and SSIR results to prioritize needs. Department Heads facilitate discussions for departmental feedback on the CAN and AFP.

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

To what extent are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?

**INDICATORS**: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professional Development (PD) is provided to all teachers throughout the year. The PD plan is determined by the AFP, state and/or district requirements and teacher identified need. PD is designed to support the AFP’s goals and is delivered in a variety of settings, including faculty, department and/or leadership meetings.

In addition, faculty meet for an hour in PLCs. As described above, data teams meet by content area groups to provide forums for professional collaboration in planning common formative assessments, reviewing and analyzing student assessment data, and collegially discussing instructional practice.

Academic coaches provide one-on-one help and organize teacher professional development on request.

KHS also supports PD by providing faculty opportunities to attend workshops, district trainings and conferences. Faculty attending these workshops and training share information learned through department, leadership and/or faculty meetings, PLCs, and Teacher 21 Hour PD sessions.

KHS has established supervision and evaluation practices aligned with the State DOE’s Educator Effectiveness System (EES). The EES uses components of Charlotte Danielson’s Framework for Teaching to provide a means of assessing and supporting effective instructional practice for teachers. Teachers are held accountable for specific self-developed Student Learning Objectives (SLO), observation, and professionalism. For classroom teachers, administrators conduct observations and provide feedback. SLO pre- and post-observation conferences create another opportunity for administrators to assist teachers in improving their instructional practice.

Teach Implement Perfect Sustain (TIPS) Academic coaches provide another source of input via observational walk-throughs and the On-Site School Review process to obtain classroom data describing instructional practice, the learning environment and student engagement.

While KHS presented no specific student achievement data tied directly to student outcomes to validate the positive impact of professional development, it does provide evidence of improved teaching practice. Classroom observations can confirm the application of PD trainings and fidelity of implementation in the classroom, but it is unclear whether the observations serve this function. The school uses their data teams to measure effectiveness in general, which would incorporate discussions on impact of PD on instructional practices.

Faculty have participated in Professional Development opportunities related to instructional strategies that increase student engagement and rigor to benefit diverse learners. Student engagement has been measured through walkthroughs, EES observations and Tripod data. Teachers employ these strategies in developing SLO goals. It is reported that most teachers demonstrated improvement within their SLO goal. All teachers evaluated received an Effective or Highly Effective rating on the EES system.

The school’s Induction and Mentoring program has demonstrated effectiveness in supporting and strengthening the teaching practices of new teachers through mentorship with experienced teachers, as indicated by reflections, collaborative logs, and survey data of mentors and mentees. In the 2016-2017 SY, nine new teachers were mentored. Mentors helped guide their mentees through the EES process, particularly with their SLOs.

TIPS Academic coaches support teachers by reviewing pacing guides and providing feedback. The TIPS team conducts walk-throughs to make observations on teaching instruction, best practices, and student engagement. Coaching conversations with the teachers often occur after walk-through visitations, providing an opportunity to engage in dialogue intended to support best teaching practices. Walk-through data collected also helps to identify professional development needs and drive school wide initiatives.

**A6. Resources Criterion**

To what extent are the human, material, physical, and financial resources 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?

Decision-making at KHS is prioritized to be student centered. The school’s Vision and Mission, GLOs, and academic standards reflect that priority and are the basis of the school’s AFP. This guides the development of its enabling activities and outcomes.Funding is allocated as determined by the Academic and Financial Plan, which in turn supports the school’s ability to make progress in achieving its vision, mission, GLOs and academic standards. In addition, dedicated sources of funding are also available to support specific programs (e.g., Title I, ELL), also detailed in the AFP.

Staff involvement is an essential component of designating the allocation of resources at KHS. All departments are represented on the Executive Council, and Department Heads serve as liaisons with the faculty members within their department. Teachers make requests for classroom needs through their Department Heads. During Executive Council meetings Department budgets and purchase orders are submitted to the principal for approval.

Priorities for resource allocation are first discussed by the Executive Council (EC) then communicated to the departments. Department Heads then report departmental feedback to the EC. This process includes a number of collaborative meetings that move from the Executive Council to faculty/departments and back.

The school’s Academic Plan, along with its budget, are then presented to the School Community Council (SCC) , composed of representatives from all stakeholder groups, for feedback and approval.

Most funding is allocated to the school through the Weighted Student Formula (WSF). Use of WSF funds are determined through the school’s AFP. The school budget development process, as described above, consists of departments submitting detailed budget requests for funding to the Executive Council and administration.

Once the budget is approved by the Complex Area Superintendent, the school’s finance office ensures that funds are released according to the AFP designated allocations. The principal is the final approving authority for school purchases.

DOE and state procurement processes are followed to ensure an effective system of accountability. The school’s account clerk performs periodic audits and demonstrates sound business and accounting practices. Transparent record keeping and thorough documentation provide access for examination to protect the school from mishandling of funds.

Accounting records are maintained through the DOEs Financial Management System (FMS). Documents for the school’s financial transactions (purchase orders) are maintained by the school’s Finance Office. The DOE vouchering section verifies proper procedures before purchasing supplies, providing per diem, procuring substitutes, and other expenditures.

In addition to FMS, the school maintains non-appropriated Student Activity Funds (SAF). Audits are conducted annually by DOE Internal Audit as well as periodic checks by the Complex Area Business Manager.

DOE Vendor payments section audits all payments for the secondary funds before releasing payment.

The school has facilities that support its approach to student learning. There are a sufficient number of classrooms to accommodate all teachers and students. KHS has designated facilities for programs such as Career Technical Education (CTE): printing lab, culinary facility, building and construction workshop, automotive lab, and an agricultural learning lab; fine arts: darkroom, band room, kiln room; physical education: gym, weight room, covered court, track, football, tennis, and soccer areas and science classrooms with separate labs for each teacher.

Every building is equipped with central air conditioning and a filtration system to control ambient temperatures to maximize learning. Classrooms are equipped with mobile computer carts, with an average of one computer/tablet for every student, schoolwide. An extensive upgrade to KHS’s wireless network, phone system and surveillance system has been completed.

KHS has effective procedures for acquiring and maintaining adequate instructional materials and equipment. Funding is based on prioritized needs as reflected in the Academic Plan. The AFP guides the priorities for acquiring instructional materials and equipment. As such, funds are allocated to meet departmental needs. Department Heads are members of the Executive Council and represent their respective departments in setting the allocations.

Teachers are given a yearly allotment and departments are provided with a rotational lump sum every four years. These funds can be used to purchase large ticket items as needed in addition to consumables and other supplies. When additional funds become available, teachers submit requests for instructional materials and equipment based on student needs in accordance with instructional standards.

The CTE department acquires and maintains adequate instructional equipment and materials according to federal accounting guidelines.

Adequate resources have been available to hire, retain, and provide professional development for qualified staff. All teachers at the school are fully licensed, although only 63% can be categorized as Highly Qualified for the subject matter they are teaching.

Title I funds have been designated for professional development activities that faculty and staff are required to attend, and for requested supplemental trainings. Pay for substitute teachers is provided for these trainings if necessary, as well as for other meetings.

The district and complex also provide resources for professional development opportunities aligned to district-wide initiatives, providing no-cost training for the school.

**Category A: Organization: Areas of Strength**

* KHS values participatory leadership and gives faculty multiple opportunities (e.g., Executive Council, grade level meetings, PLCs) to contribute to the school’s educational program.
* Staff has a generally positive attitude that approaches challenges with a forward looking, problem solving orientation.
* Faculty and staff maintain positive relationships and treat each other in a professional, collegial way that provide mutual support, encourage collaboration across disciplines and improve instructional practice.
* KHS has an open, safe, friendly campus environment that is conducive to creating a positive school climate and culture.
* The Academic Plan is data-driven and responsive to changes to the school’s focus areas with resources allocated in support the Plan.
* Professional development planning is deliberate and data-driven, designed to address student learning issues.
* Mechanisms are in place to ensure that every student’s progress is monitored, including PLCs and grade level coordination.

**Category A: Organization: Areas of Growth**

* Consideration should be given to including all stakeholders (including students, parents and community), in developing (rather than just approving or giving feedback) the KHS vision and mission statements so that the entire school community shares and takes ownership of a common vision, mission and school identity.
* Clearly distinguish between faculty evaluation and professional development activities and between how data is used for schoolwide improvement versus individual teacher practice.
* Develop standard data sets to integrate different sources of data (e.g., CNA, OSSR, CFA other student outcome data) to assess student progress.
* Strengthen Professional Learning Communities by clearly defining expectations, developing protocols to guide discussion, and establishing routines to ensure efficient use of time.
* Ensure that planning includes equitable services to all students, in addition to those who are high need and high achieving.

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

-Student planners

-KHS website
-Vision and Mission posters

-Academic and Financial Plan

-Sign-in sheets (SCC meetings, community walk-throughs, parent and faculty meetings)

- Meeting minutes (SCC, Executive Council, department meetings, safety committee)

-School Quality Survey results

-Data from OSSR

-Meeting minutes (SCC, Executive Council, department meetings, Faculty meeting agendas and sign-in sheets)

-Google documents

CEP Program

-Lotus Notes and Google Apps for Education

-Comments from community members

-Marquee information

-Notes from parent/teacher conferences

-KHS newsletters

-Synervoice messages

-TIPS support positions

-PLC structure and minutes

-SSIR

-Strive HI results

-SBAC scores

-Teacher observation list

-PDE3 data

-Tripod results

-SQS

-CNA Plan

-Community walkthroughs

-Parent-Teacher Conferences

-Open House

-Athletic Awards Banquet

-FAFSA Night

-National Honor Society Award Night

-Community Feeding

-May Day (Cultural Day)

-Public Relations Committee minutes

-PCNC

-Lotus School Handbook

-DOE Faculty Handbook

-BOE memos

-DOE memos

-OSSR monthly data sheets

-Other evidence includes: Comprehensive Needs Assessment, DOE Strategic Plan, Academic/School-wide plans, Expenditures, Executive Board and department agendas and minutes in lotus.

-SBAC results, EOC, ACT results, CSSS, 504, IDEA, ELL, eCSSS, -Graduation/dropout rates, general demographics and other special programs.

-Assessment data

-Comprehensive Needs Assessment

-Parking Lot posters

-Personnel policies from State level.

-Teacher Union Agreement

-Administration staff selection process.

-Office of Human Resources

-On-Campus Mentoring for Teachers new to KHS

-Administration will also assign a tenured teacher to a probationary teacher to mentor at the beginning of each school year (formerly Kahua program).

-Master Schedule

-Student achievement data

-Video of 21-hour presentations

-SLO data and ratings for each teacher

-Professional Development records

-Pacing Guides

-Title I allocations

-Title I funds used to support purchase of student computer Chroebooks, carts (Tech. database)

-Technology Coordinator records

-Achieve 3000 data

-MSDS (SDS) Binders

-Federal (Perkins) Inventory List

-Inventory Form

-AVID Site Team records

-WASC Three-Year Term Progress Report (2014)

-9th Grade Cohort plan

**CATEGORY B.  STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

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

To what extent do 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?

School-wide implementation of education praxis is exemplified across a wide-range of research methodologies, and practices.  The school leadership team selected a service provider School Synergy LLC as their research-based Cycle of Instruction model.  The school also used additional research based strategies including resources available from UH-Hilo (Math), Springboard (Language Arts) and departmental Professional Learning Communities.  Evidenced by well thought-out school schedules (80 percent student selection of courses, and teacher led instructional, assessment interdisciplinary groups meeting times) provided opportunities for structural changes to be incorporated into the culture of the school.  Meetings with school stakeholders (community, parents, teachers, leadership, support staff, and students) provided feedback that described observations and personal experiences reflective of current educational research examples.  There was a pronounced commitment throughout the school community that school improvement and student progressive growth are paramount to student graduation and college, career readiness success.

All subject areas, programs, and courses are aligned to the Common Core, HCPS III standards (corresponding grade level benchmarks) or CTE National Industry Standards (aligned to additional industry and/or CTE pathway standards), or Next Generation Science Standards (NGSS) and Pacing Guides.  All five GLOs are integrated school-wide throughout instruction.  Computer access for individual students, student projects reflective of student exhibits/products occur across the grade levels and content areas.  School-wide evidence of students performing and teachers modeling these GLOs are consistently visible through-out individual classrooms.

The foundation structure of a school-wide approach standards-based student learning curriculum and instruction are aligned to the GLOs.  This process also supported teacher instructional effectiveness in the use of Pacing Guides; walk through by the TIPS team; consistent data collection, synthesis and analysis of data, course outlines, instructional content through the PLCs; and integration of the GLOs across all curriculum and instruction.  The process of grading is based on several pedagogical approaches including rubrics, project-based learning, analyses of high risk students requiring additional tutoring support, and modeling behavioral expectations of student empowerment for school graduation, college and career successes.

Examination of student exhibits as work samples and student engagement was observed and reviewed by teachers in their PLC meetings, Faculty meetings, team teaching and focus on learning groups. CTE projects by students under teacher supervision and guidance were foundational (reconstruction of a spaceship module requiring interdisciplinary skill sets, planning and project management, leadership skills of teaching teams, under tight work space and sheltered conditions while working with multiple console units, metals fabrication, electrical circuitry, engineering design etc.)  A simulation session was presented for the WASC visiting team and faculty also acknowledge their students’ school college and career readiness as they entered mainland colleges as engineering majors. Student work samples in drawing and fine arts were submitted for juried competition and the quality of these art exhibits were awarded recognition for student excellence.  Students in the health CTE program participated in state competitive events and qualified to participate at the international health competition to be held at Disney World, Florida.

Teacher data collected becomes evidence of how their professional practices result in a direct correlation  with standards alignment to direct instruction (53 percent) and the GLOs.  Through classroom observations, the TIPs team members review bi-monthly progress of teacher use of Pacing Guidelines, planning and instruction aligned to standards benchmarks and the GLOs.  The EES teacher accountability evaluations provide school administration and leadership/department heads with opportunities to collaborate together.  The student PTP graduation requirement assist students with opportunities to create their own portfolio of information to prepare them for college and career readiness, and to enter into post-secondary schools and graduate.   SPED and IEP meetings also ensure FAPE requirements are met for each eligible special need student.

KHS empowers student choices in course selection by offering a wide selection of credit courses as electives.  The culture of the school is designed specifically to access with 80% congruence for student selection with course selection to registration schedule.  KHS is also increasingly being selected by public school leaders to host state-level competitive events -- athletic events and student robotics events.  However, the capacity for integrated arts in music, theatre, band, and other student performances/activities events continue to compete with high demand use of athletic facilities.  This growing demand of facilities usage has resulted in competing with the growing art student performance/activity facilities needs for public performances.   These art programs need to find venue places at the school and within the community area that is accessible and affordable for students to  perform for their parents and community stakeholders.

The WASC Focus Groups provided the catalyst for interdisciplinary teams to work with each other outside of their department content areas.  In the PLCs, teachers expressed a need to get to know other faculty within the school by exploring opportunities to co-teach such as social studies and language arts, science and math, core content area teachers with CTE and/or elective course teachers.  The integration of teachers from the elective courses, special needs, and/or CTE may represent an added value benefit with an arts integration approach to create collaborative strategies to improve student engagement and increased academic proficiencies.  The emphasis of subject content instruction could be expanded to be inclusive of integration among the disciplines by context-learning opportunities for project-based, problem-based and culture-based education integration.  The capacity to emphasize technology integration shows great promise in preparing students for 21st century learning skills where the GLOs are the centerpiece to balancing content cognitive learning with context application of hands-on learning outdoor environments as extensions of classroom instruction (CTE).  The high congruence of teaching lesson planning structures and benchmark alignments have not resulted in the necessary outcome expectations for progressive growth of student academic proficiencies as measured through the new assessments SBAC, rigorous NGSS standards for the sciences, reading and math test score data.  There also seems to be emerging further PD on how school-wide use of RTI by all faculty to understand and apply the different tier levels are good for all students to improve their academic progress.  Additional targeted PD should foster integration among the disciplines with teacher driven choices of collaborating first with sense of place and understanding the communities where these students live.   Stress on teachers and students sometimes occur beyond school boundaries and may seem at times insurmountable.  They are – poverty, transportation access, large geographical areas that challenge mobility and internet access in communities where students live in.  There seems to be an opportunity to increase student engagement, increase student understanding and value of  early college/running start participation,  as access to and cooperation with college/university faculty to co-teach with KHS faculty growth occurs.

The KHS Counselors established standard operating processes at the middle school level to articulate and prepare students on how to transition from middle school to high school.  Included in this articulation process is assisting these middle school students how to prepare for school registration when selecting their 9th grade courses.  Having student visitations also establishes rapport between new middle school students transitioning towards a larger student body enrolled at KHS. The school has created a 9th grade cohort for all students to be grouped in a collective impact methodology to provide a supportive and nurturing environment for learning to take place.   All 9th grade students to improve their academic progress throughout the school year, .  Key to this gestalt approach is the ability for teachers to work in content area teams, and interdisciplinary teams.  The 9th grade teachers are monitoring closely their curriculum and evaluation practices to align to an agreed upon grading process that defines the cut-off line for failing a course (F grade is 50% on student assessments).   Some teachers in their PLCs and Focus Groups commented on the need for these 9th grade students to develop public speaking, time management, financial literacy and other skill sets such as the planner as a required tool for these students to become more disciplined towards learning to learn.  Although teachers indicated that they are able to demonstrate preparedness in their content curriculum and instruction areas, lesson planning, course expectations, pacing, alignment to standards and benchmarks – the preponderance of collecting data is not stored in a systems framework that could expedite, synthesize and analyze routine data collected to improve best practices.  The processes used are not adequately aligned to the student outcomes and other feasible strategies should be explored including using RTI across the whole 9th grade cohort as basic foundations for literacy skills development and acceleration of learning language arts, math, social studies and science core subject proficiency levels of each entering freshman student.  This process of evaluating where students are and how to improve their performance is a steep gap for teachers to strategize success for all students to achieve grade level proficiencies.  Teachers have also expressed similar need areas for a new ALC cohort to construct curriculum, instruction and assessment approaches and strategies for student who require different ways of learning and achieving mastery.  The collective strengths of all role groups continue to improve increasing the graduation completion rate and student grade level achievement.  National certification of KHS teachers is a major commendation of the faculty to grow professionally.  A large group of seasoned teachers with at least 20+ years of teaching and over 10+ years at KHS has created an opportunity for mentoring first year teachers as a support group and collaborating with the OSSR as a collaborative experienced team to address curriculum development, evaluation and revisions as an ongoing school improvement process.

The school culture, stakeholder role group expectations, administration modeling of change requests supported by evidence, resources available to improve PD and PLCs teams, and district and state level assistance all contribute to a cohesive model of sustaining and progressing KHS to be a high performing school.  Use of Google tech capabilities has created a central depository of administration/teacher generated documents of communicating across all instructional teams where KHS is at a specific slice in time.  This open communication foundation encourages on-going dialogue among all role groups to better understand multiple perspectives, student needs and curriculum frameworks of content/context interdisciplinary integrated curriculum.  These approaches resonate across teacher practices to align relevancy efforts of coherent curriculum outcomes to success for all students.  Evidence clearly describes student choices for academic honors, advanced placement course expansion, early college/running start and workplace preparation, and pathways to college, career, lifelong learning pathways.

KHS is cognizant of their K-12 framework from feeder elementary to middle and high school levels.  There are also horizontal occurrences across middle and high school students from Pahoa to Hilo schools.  There are open and inclusive communication channels across the K-12 continuum of the Keaau complex.    Graduation completion, student achievement across all content area assessments, and collaboration across the feeder schools are gowth opportunities for collaboration through the arts.

**B2. Curriculum Criterion – Planning and Monitoring Student Learning Plans**

To what extent do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare for the pursuit of their academic, personal, and school-to-career goals?

The Registrar, school administration and leadership teams support student empowerment by building the master course schedule to meet at least 80 percent of course offerings selected by students.   Multiple pathways provide students with options from introductory to advance levels of instruction and across interdisciplinary grade level course electives in CTE, fine arts, and languages.  These enriched integrated approaches of interdisciplinary course content continue to provide students of varying ability levels to work collaboratively and support student achievement through progressive growth.   The student Focus Group representatives expressed high agreement with school culture, learning environments, and teachers.  Areas for school improvement or additions as expressed by students were facilities – soccer field, athletic facility bathrooms, water collection drainage of field areas after heavy rains,  swimming pool and sports, aquatic research lab, culinary food court, fashion interior design, increased selection of non-fiction reading materials in the library, air hockey recreation tables, AVID across all grade levels, solar, after school college  courses including increasing the number of advanced placement courses, and addition of Chinese Mandarin language.

The School Community Council representatives from business and parent stakeholder groups were very supportive of the school administration, teachers, students, programs, course offerings and facilities.  The Parent Focus Group their children was well attended.  The parents were highly satisfied with KHS, college preparation expectations for their children including Running Start/Early College enrollment.  Parents and students did express their concern of their children who earn accelerated college credits and become ineligible for 1st year college scholarships.   This is a need area for the school administration, leadership tea, and teachers to explore strategies where students who accelerate earning college credits maintain financial aid scholarship support.

Students in the early grade levels are not sure how their Personal Transition Plans (PTP) assist them in planning for college career readiness.  These students have expressed high satisfaction in AVID courses, and expressed the nurturing supportive manner of the instructional components that create a sense of place and belonging on the KHS campus.  Some students were unsure about their graduation plans, college interests or majors and needed more time to grow with their PTPs.  There was unanimous agreement that no matter where these students would go after graduation, that they would like to return to the Keaau community to reside and work in this area permanently.

There is a range of college career readiness capacity building services for all students.  Grade level transitions for student success are supported by teacher instructional strategies, counseling and guidance staff support, tutoring support and expectations to succeed and meet course requirements for credit completion.  Students can attend courses at the post-secondary institutions, or the instructors from higher education co-teach with the KHS faculty.  Students have expressed a desire to take more after school college courses or advanced placement courses as they have to wait at school for their parents to finish work as there is no after school transportation beyond 4 pm.

**B3.** **Curriculum Criterion – Meeting All Curricular Requirements**

To what extent have students met the standards for that grade span or all the requirements of graduation, upon completion of elementary, middle, or high school program?

All students have access to workplace learning activities and courses, counseling and guidance support services in preparation for hands-on learning instruction through interdisciplinary content areas taught through the GLOs.  Teachers align their curriculum and evaluation assessment, teach instruction using Pacing Guides, PLCs, co-teaching, career fairs and financial aid preparation for college applications.

KHS faculty show positive student growth trends that impact on increasing graduation completion rates., To increase individual proficiency test scores across all grade levels on the SBAC tests and other school-level assessments, teachers should have more say on how their teaching praxis methodologies align more closely with formative assessments of student progress.  Student test scores currently reflect a decline in academic reading and math achievement test scores because of the implementation of the new SBAC tests.  The preponderance of high stakes testing needs to be balanced with teacher led curriculum/ instruction/assessment/evaluation processes that are aligned to a data collection and analyses system that links student progress directly to direct instruction and evaluation.  The fit between data collection and student success including grade level completion that leads towards graduation and college career readiness is best left to the team of teachers who know these student best and can adjust their instructional strategies to ensure improved effectiveness with fidelity aligned to outcomes for student success.  Teacher led decision making should be school/classroom site based that result in multiple measures of student success.

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

* There is a pronounced commitment throughout the school community that school improvement and student progressive growth are paramount to student graduation and college career readiness success;
* Computer access for individual students and teachers create effective use of technology; networking through Google tools for shared school documents to improve planning and evaluation of teacher effectiveness and professional praxis;
* Alignment of standards, benchmarks, industry CTE pathway standards, NGSS, Pacing Guides, evaluation and assessment, GLOs integration and student data to prepare students for graduation, college career preparation and placement, and lifelong learning.
* The Registrar, school administration and leadership teams support student empowerment by building the master course schedule to meet at least 80 percent of course offerings selected by students.
* KHS campus facilities are increasingly being selected by  public school leaders to host state-level competitive events and arts integrated student performances are also expanding.
* The CTE, fine arts and language components support interdisciplinary integration of core subject content areas.

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

* The preponderance of high stakes testing needs to be balanced with teacher led decision making provide multiple measures of student success.

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

-HCPS III standards

-Common Core standards

-National Industry standards

-CTE Pathway standards

-Next Generation Science Standards

-Course Pacing Guides

-GLOs posted in every room

-GLOs integrated as part the the CCSS, HCPS III, and NIS curriculums

-TIPS data

-2015 School Quality Survey Teacher Section

-TIPS Classroom -Observation Tool

-CFA Data Tool

-OSSR report

-PLC minutes

-DOE graduation requirements

-Syllabus

-Hold school wide pre registration and activities to help student make better course selections.

-State of Hawaiʻi Graduation Requirements Policy

-Master Schedule

-Office of the State Director for Career and Technical Education (flyer)

-Administration Walk-throughs

-PTP Records

-EES

-IEP Reviews

-SPED Program

-Curriculum Content

-AFP/CNA Plan

-AP Tutor Sessions

-KHS policy statements

-School Community Council minutes

-Executive Council minutes

-Department meeting notes

-Meetings with feeder schools

-Special Education meeting notes

-Counselor meeting notes

-Hawaiʻi Community College -Data / Building better bridges workshop

-21 Hour PD training

-Early College / Running Start HCC Data

-SpringBoard

-UH-Hilo Math curriculum

-Course catalogue

-LS2

-AP courses (College Board)

-ELL/WIDA/AMAO

-KHS Math Data Team

-ILC Program

-FSC Program

-Resource classes

-Inclusion classes

-Writing Workshop

-HCC Construction curriculum

-Running Start Courses

-Early College

-National Industry standards

-2015 School Quality Survey Teacher Section

-TIPS Classroom Observation Tool

-CFA Data Tool

-Office of the State Director for Career and Technical Education (flyer)

-IEP Reviews

-Admin walk-throughs

-Parent-Community walk-throughs

-SPED Program

-Infinite Campus

-Executive Council meeting minutes

-Transition Center data

-AVID course

-Counselor presentations

-Senior Night sign-in sheet

-Financial Aid Night

-Advisory class

-Parent Night (incoming 9th grade) attendance

-College Prep Skills classes

-Bi-weekly binder/grade checks

-Ninth grade parent-teacher conference schedule

-Ninth grade cohort meeting agendas and minutes (SY 2015-2016)

-ECSSS student profile

-Teacher/Counselor Contact Log

-Special Education notes

-ELL Database

-Individual Credit Checks

-Completer Requirements

-Student Cum. Folders

-CTE  teachers (determine CTE requirements & completers)

-Parent / Teacher Conferences Sign-in log

-Accuplacer Placement Exams  (formerly COMPASS)

-Project Hoʻokuʻi

-Kupa Āina Summer Bridge

-On-Site Admissions Day

-Credit Tracker

-Transition Center

-Career Day

-College Fair Field Trips

-Advanced Placement (AP) course rosters

-Registrar

-Course catalog

-Career Day

-AVID

-College Fair

-Financial Aid Night

-Credit Tracker

-Counselor

-Office of the state director for Career and Technical Education

-RIA-Running Start & Upward Bound

-SEC Inventory

-Work-based instruction courses

-STEM Diploma

-Graduation Honors Diplomas (Academic, STEM, CTE)

-504 / IEPs

-Case Manager meeting notes

-ELL Program

-eCSSS logs

**CATEGORY C.  STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**C1. Instruction Criterion – Student Access to Learning**

To what extent does differentiated, high-quality instruction provide access, challenge, and support to all students involved in challenging learning experiences to achieve the academic standards and the General Learner Outcomes?

Walk through data from the administrators and TIPS team provides teachers with valuable information on the implementation of rigorous DOK 3 & 4 level learning. An effective bell schedule supports Professional Learning Communities/Data Team concepts which address the need for quality time for teachers to collaborate and plan lessons designed to meet the needs of all students. A well thought out Professional Development plan is focused on increasing student engagement and best practices for instruction through differentiated instructional strategies session as well as rigorous training in technology. Currently all classrooms utilize some level of technology in their lessons to engage learners.

While the observation/perception data from the TIPS walkthroughs is currently at 44% and 48% the school feels they have been making progress in assuring the success of their students and feel KHS may want to consider how to differentiate the TIPS data for schoolwide celebrations/improvements, department celebrations/improvements, and teacher instructional celebrations/improvements

A majority of classrooms had the learning targets posted on their boards. These targets included standards, benchmarks, or department expectations. Since 2013 - 2014 teachers have implemented common pacing guides which have allowed for common formative assessments and greater consistency of instruction across all classrooms as well as within the complex area. Time provided during the day for department planning afforded the school the opportunity to look deeper into their collaborative planning for consistent interventions support as well as enrichment programs. To ensure appropriate levels of learning for all students KHS also supports their inclusion practices, which are currently being successfully implemented in 22 English, 23 math, 21 science, and 23 SS classes.

The Cycle of Instruction has also allowed teachers to differentiate instruction for more focused and engaged learning.

The AVID program has assisted teachers in utilizing quality instructional strategies across the school.

Rubrics are utilized in classrooms to assist students in understanding class expectations. Majority of classrooms had an identified area on their whiteboard with the expected learning targets/objectives and agendas all geared toward informing students of the school/classroom expectations. Using the Danielson model, classrooms have posted the DOK levels for questioning as a reminder to teachers and students that all level of questions should be utilized.

**C2. Instruction Criterion – Rigorous and Relevant Instruction**

To what extent do all teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking?

Teachers are using the state recommended ELA curriculum in English and ELL classes along with supplementing other quality articles to reinforce writing.

Utilizing the 21 hours, focused professional development support teachers in remaining current on quality instructional practices which address the needs in the school’s academic plan. Keeping up with technology skills, professional development also focuses on the effective use of multimedia and other technology to deliver quality instruction to students. Teachers were observed using Google classroom to present lessons and incorporate forms, slides and instructional support devices for students to use.

The development of pacing guides addresses different learning styles of students. Teachers are also utilizing the cycle of instruction model to monitor progress and adjust learning opportunities

Various PLC formats supports teacher articulation around student strengths, weaknesses, and strategies to help improve student learning.

VC Team observed teachers engaged in genuine discussions which challenged students cognitively. The DOK posters in all classrooms serve as reminders to teachers and students to develop rich classroom questioning/prompts and discussions. The VC Team observed students actively engaged in discussion with their teachers and their peers. Student work posted on bulletin boards provide information on what the students know and are learning.

Career Technical Education pathways offer students opportunities to gain hands-on experience in the fields of Industrial Engineering Technology, Health Services, Arts and Communication, Public Human Services, Natural Resources Core. Students were observed participating in reading and writing activities to enhance content learning.

Multiple partnerships with community resources have provided Keaʻau High School students opportunities to participate in college programs such as:

* + Early College (Gear Up Funds provide college course on KHS campus)
	+ Running Start (Dual Credit Courses with HCC and UH Hilo)
	+ Kamehameha Scholars and Kupa ʻĀina  Program

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

* Teachers at KHS work cooperatively in data teams, professional learning communities, and/or coordination period to analyze data which informs instructional support to students.
* Professional Development is intentional and used to address specific needs identified in the school’s academic plan.
* GLO’s are evident in the various programs and processes available for students.
* Teachers use a variety of research-based methods and best practices.  Instruction is differentiated and technology is used daily in many classes.
* Expectations of students are clear with posting of standards, benchmarks, and daily assignments.
* KHS has increased offering challenging coursework both in school as well as after school
* KHS offers many real world opportunities to connect content and GLOs with community partnerships, clubs, and extracurricular activities.
* Keaʻau High School has made it a priority to integrate technology and resources beyond the classroom.
* KHS continues to utilize best practices, strategies and resources to enhance instruction and benefit students.

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

* Continue to further training opportunities in the various multimedia and technology applications being used to enhance student learning
* Continue to look at ways to incorporate project based learning to provide more challenging coursework across the curriculum where students are required to apply skills and concepts in various situations.
* Continue consistent use of formative assessments to drive instructional decisions.
* Distinguish between data being used for schoolwide improvements and data being used for department/teacher instructional feedback to enhance and support student achievement of the standards.
* KHS should continue to further their growth and professional development on proven research based strategies.

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

-21 hour agendas and sign-in sheets

-Google Accounts for students and teachers

-List of activated student accounts (Tech Department)

-TIPS Data

-Admin walk-throughs

-Pacing Guides

-Hapara teacher accounts

-OSSR report

-Depth of Knowledge (DOK)

-General Learner Objectives (GLO) posters

-Content Area Standards are posted in every classroom.

-Pacing Guides

-Use of computers, chromebooks, projectors, ELMO or overhead, iPad, Google Docs, Google

-Classroom, Pear Deck, Achieve 3000, chromecast,  etc.

-Keaʻau High School On-Site School Review Report Oct. 27 - Oct. 30, 2015.

-Visual Aids and modeling

-Depth of Knowledge Charts

-Cornell Notes

-Debates

-Philosophical Chairs

-Socratic Seminars

-Revised December 2015

-Google Classroom 1 to 1 (Chromebook Carts)

-Chromecast

-Tech Committee

-Computer Science Class

-Achieve 3000

-Comcast

-Tech Committee

-Computer Science Class

-Student work

-Google Docs, Sheets and Powerpoints

-Classroom observations

-Google Docs

-Computer Science Class

-All Student Accounts

-Access to ebooks through

-Keaʻau High School Library

-CTE minutes and PLC minutes

-CPR Training log and sign-in Sheet

-HOSA (Future Health Professionals)

-Skills USA

-FFA State Convention

-Peace for Roots

-Students Helping Students

-Interact

-Robotics

-Science Olympiad

-Music and Arts Night

-Black and White Night

-Community Band Performances

-Young at Art Exhibition

-Kamuela Philharmonic

-Kupa ʻĀina Summer Bridge Program

-Running Start

-Early College

-GEAR-UP Hawaiʻi

-AVID

-Project Hoʻokuʻi

-Upward Bound

-Kamehameha Scholars

-Career Expo

-Career Field Trips/presentations

-College Presentation

-Master Schedule

-National Students Safety Program

-Ka Hoʻomaka Hou (Shuttle Replica Restoration Project)

-AFP

-Pacing Guides

-Department minutes

-Professional Development opportunities

-HOSA (Future Health Professionals)

-Mandatory After School Sports Study Hall

-After School Tutoring

-SPED Tutoring

-AP Tutoring

-FFA State Convention

-Students Helping Students

-National Student Safety Program

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

**D1. Assessment and Accountability Criterion – Reporting and Accountability Processes**

**To what extent does the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders?**

**To what extent does the analysis of data guide the school’s programs and processes, the allocation and usage of resources, and form the basis for the development of the Academic Plan?**

Reporting and notification to all stakeholders is done through a variety of methods.  Parents are notified through newsletters, report cards, mid-quarter reports, twice yearly conferences, and an online grade book is available for parents and students. (edline and infinite campus). The Athletic Department requests grade checks for all students athletes who are on probation every 2 weeks and all athletes are required to attend mandatory study hall daily.

The School Community Council (SCC) meet on a monthly basis where information and results of the HSA/SBAC are shared along with the Comprehensive Needs Assessment (CNA) results.

Individual and class level student data from the HSA/SBAC are examined during PLC meetings. The data shared will determine supports to meet student needs.  At faculty, executive council and leadership meetings, the data is shared to increase awareness and support accurate conclusions that are then made to change instructional practices and improve students learning.

Departments develop/review action plans at the beginning of the school year after reviewing the previous years student data. The 4 core area data teams  (English, Science, Math and Social Studies) use the SBAC/EOC results to inform instruction and to collaborate with their peers concerning necessary changes and revisions in the instructional timeline.

KHS 9th grade cohort teachers meet monthly with the 9th grade VP and counselor to discuss student concerns and tutoring for any F’s is required.  Grade levels also meet once a month to discuss student concerns pertaining to academics, attendance and behavior.

Student grades and growth are evaluated in relation to pacing guides and the subjects associated standards using a variety of assessment techniques within their classrooms.  Monthly, students are tested with an agreed upon Common Formative Assessment (CFA), the questions are determined by PLC group members teaching the same content.  The rubric used to score the CFA corresponds with the HSA/SBAC. and scores are tracked with the results used to drive instructional interventions. Data from HSA/SBAC along with CFA’s are reviewed at PLC meetings and these meetings support the standards-based education process by focusing on the standards-based cycle of instruction.  To raise 9th grade achievement, KHS has placed all students in a mandatory College Prep Skill class, and if they were struggling in 8th grade math, they are required to take a Math Workshop elective class. Achieve 3000, a web based reading/writing curriculum is used to assess student reading levels where the curriculum is then individualized to match students reading levels and challenge them to increase their level over time.  Teachers are able to customize content, monitor progress and use performance data to inform instruction.

SPED students are assessed annually and the department tracks reading progress by administering the SDRT, GRADE or alternative reading assessments.  If a student is reading below grade level, standards based reading goals and objectives are created to address areas of deficit.  Math levels are assessed using G-MADE where the students strengths and weaknesses are also addressed and standards based math goals and objectives are created.

At the beginning of the school year, teachers collect and analyze data from the previous years’ testing results and then determine which key standards need improvement.  CFA questions are then developed to target these standards and data is collected and analyzed throughout the school year using the CFA process. KHS teachers also revisit their pacing guides annually to address student needs based on the result of SBAC/EOC testing in the previous year.  They also review/revise their guides as a result of their collaboration in their PLC’s or in response to specific classroom needs.

The KHS Needs Assessment remains one of the two driving documents.  The Needs Assessment measures and keeps longitudinal progress of student growth in a variety of areas.  The other document that provides the school with data that measures student linked goals is the Academic and Financial Plan.  At the State level, two documents provide the school and all stakeholders information about the progress of KHS students.  One of these is the Trend report which examines different aspects of the school, including student academic performance over a period of 3 years.  The second documents is the SSIR which accounts for students academic accomplishment and also includes areas for school improvement.

**D2. Assessment and Accountability Criterion – Classroom Assessment Strategies**

**To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?**

**To what extent do students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student?**

The teachers, through a continual progression of assessment, teaching, evaluating, changing targets and reassessing, ensures that the students are progressing at an acceptable rate.  Data compiled is discussed at PLC, grade level and department meetings where changes are made when necessary.  Within departments a variety of methods are used to assess students. English Language Arts use the SpringBoard curriculum with its embedded assessment for each activity and unit of study. All classes use projects, group studies, bell work, research, socratic seminars, philosophical chairs as quick methods to check for student learnings. The math department uses the State mandated curriculum for Algebra I/II and its’ embedded assessments in daily and end of unit work.  Along with other assessments for the other math classes, each one tied to the learning targets and CCSS for each level. CTE, Fine Arts, PE, Science and Social Studies follow CCSS, State Standards and industry standards to guide planning efforts.

Teachers at KHS use a variety of formative and summative assessments incorporated into their instruction.  Teachers meet weekly in PLC groups to collaborate on the CFA cycle.  Teachers evaluate the CFA data to adjust and drive instruction.  In addition, teachers evaluate student learning by analyzing results from SBAC/EOC and AP exams to drive next steps or actions.  Departments collaborate to create engaging lessons and activities and evaluate achievements of the academic standards. Within English, Math, Science and Social Studies, students demonstrate proficiency in the CSS through varied ways including but not limited to projects, use of technology, essay writing, oral presentations, formative and summative assessments aligned to standards, monthly student published newspapers, and storyboards. In elective courses, demonstrating proficiency in the standards pertaining to their content areas is shown by participating in a variety of hands-on and cultural awareness projects.  Culinary show cases skills in “food challenges”, career shadowing and visits to industry related sites.  The visual and performing arts showcase their accomplishments in the “Night of Music and Art”, other programs use the “Hour of Coding”, the 30th Anniversary of the Space Shuttle Challenger, faculty and staff auto repairs,  and also create, design and print graphic orders.

Students success is embedded in the GLO’s and the students are encouraged to make decisions that will contribute to the school community.  Teachers model critical thinking skills through classroom discussions and model ethical use of technology and students engage in group presentations and projects to help them become effective communicators.

KHS regularly examines its’ standards-based curriculum assessments and data from a variety of assessment tools are used to modify teaching practices.  Common Formative Assessments (CFA) are developed, adopted and administered in classes and results are analyzed.  These results are used to drive instructional practice, differentiate delivery and improve targeted expectations

Achieve 3000 is used for ELL classes and others to supplement reading activities.  Math teachers utilize pre/post test assessments along with articulation with Kea’au Middle School to ensure appropriate placement.  All Algebra I/II students are required to take the EOC and grade 11 students are administered the SBAC for math.  The SPED department use GRADE for assessment of their students reading comprehension.

Teachers’ provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and General Learner Outcomes. Communication and feedback is provided to students via mid-quarter, and an end of quarter report card, the school also utilizes  edline/Infinite Campus to keep students and parents informed and up-to-date on students progress.  Also ongoing is a twice yearly parent teacher conference.

The most common use of assessment data is for the individual teachers to utilize within their own content area and classroom.  Teachers’ use this data to adjust their instructional strategies and grading.  They annually revisit their pacing guides, review, and revise due to their collaborative work within their PLCs.

GLO’s are included within the curriculum in various ways.  Students are asked to reference or are asked questions about the GLO’s as they pertain to the curriculum.  To help monitor students progress, PLC’s examine data to select a specific strategy to implement with information garnered from but not limited to: HSA/SBAC cell reports, KHS Needs Assessment documents, Academic and Financial Plans, trend reports, KHS School status and Improvement Report or other school generated data.  Formative and summative tools are used to assess selected strategies included but not limited to:  rubrics, checklists, student self-assessments, reflections, etc.  Student work samples using common assessments are analyzed during PLC’s and thus helping the teachers to calibrate the common assessment.

The teachers at KHS use appropriate assessment strategies regularly to measure student progress.  They continue to focus on Common Formative Assessments, SBAC and EOC oriented activities,  Students are exposed to virtual labs and online testing to prepare them for future testing situations (SBAC, EOC, etc.).  Based on performance and assessment data, the school continues to refine classroom practices to improve student skills in critical thinking, writing, listening and problem solving.  Programs have been created through the continuous school improvement process to differentiate for specific student needs.  Programs include:  robotics, a 9th grade cohort, inclusion classes, an alternative learning center, AVID and A classes..

Teacher’s and administration agreed upon regularly updating student grades and doing Common Formative Assessments through their departments. Parents are brought up to date on the assessment process from the start of the school year through the Open House and keep abreast on the latest from the monthly newsletter, website update, Infinite Campus and syllabi from their children teachers’.  An Executive Council meets weekly to discuss students and how to involve the community better.

KHS utilizes printed material, online communication and phone calls to keep parents and other stakeholders informed about student progress.  Teachers’ update edline/Infinite Campus frequently and some teachers also utilize Google classroom. Recognition awards given to 9th grade students and school newspaper articles highlight student accomplishments.

Parent walk-thru’s, Open Houses, and the school marque offer opportunities for parents and the community to become involved with Kea’au High School.  The most effective way of reporting student progress has been through technology.  The edline/Infinite Campus online system has been where most students and parents check for information.

As a result of low State math scores KHS was prompted to re-establish an Algebra II workshop (2016-2017 SY) and require all 9th grade students to take geometry instead of Algebra I and math workshops for selected 9th grade students (2017-2018 SY).  English workshops are mandatory for 9th and 10th grade students based on State assessment data.  Also, because of State assessment results, funds were allocated to hire ELA and Math coaches.

Also funded were core department pull-outs where the departments could strategize on how to raise students skills and readiness.  Literacy standards and rubrics were provided to some departments to encourage their implementation across the curriculum in order to address low ELA scores on the SBAC.

Utilizing the data available from assessments, departments decided to modify the schedule for subsequent years to offer additional academic electives and allow students to have continuous support in core subjects. KHS is expecting to see improvement in core subject test scores and overall student progress.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

**Teachers have common pacing guides, to help plan instruction and assessments.**

* **Common Formative Assessment (CFA) used to analyze and inform revisions.**
* **9th grade Academy with provides resources and supports.**
* **PLCs, grade levels and collaboration periods that regularly meet and focus on CFA, data analysis and improvement.**
* **Twice yearly parent/teacher conferences.**
* **Protocol from School Synergy continues to be used in classroom observations and used to track traits and systems’ trend data**
* **Infinite Campus provides access to students, parents.**
* **Inclusiveness of the school community in providing for the whole student.**

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

* **Equitable funding for all departments.**
* **Professional development for teachers on the utilization of technology in the classroom.**
* **Improvement in student test taking strategies and skills.**
* **Professional development for teachers on integration of the common core math and language  arts into their subject areas.**
* **Same Universal Screener used for all core classes.**
* **Data gathered needs to be used to drive planning and instruction and should not used as a “gotcha”.**

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

-Cougar Connection parent newsletter

-Report cards

-Mid-quarter Progress Reports

-Agreement Compact

- Edline database (through SY 2015 20-16)

- Infinite Campus (SY  2016 - 2017)

-Sign-in sheets from Open House

-Parent/Teacher Conferences

-SY 2015-16 9th Grade Cohort Meeting Notes

-9th Grade Contact Log

-Data from 9th Grade Concerns Forms

-Grade level concerns data sheet

-Athletic Handbook/Grade

-Check Database

-Contact log

-IEP meeting notes

-PLC minutes

-Leadership meeting minutes

-HSA/SBAC results sent home

-SCC minutes

-Comprehensive Needs  Assessment

-Department Action Plans

-Contact Log database

-Individual teacher records/logs

-State mandated tests: ACT, SBAC, EOC exams for Algebra 1 and 2, US History, and Biology.

-AP Exams in English Language composition and English Lit., Psychology, Biology and Calculus and Art History.

-ELL Exams: WIDA, WAPT, home visits and ELL parent meetings.

-Individual Student HSA reports/SBAC

-PLC meeting minutes

-OSSR classroom observation tool

-KHS Teacher survey

-Pacing Guides

-Workshop Placement

-9th grade data

-Tutoring sign-in

-CFA data

-Practice tests at alohahsap.org

-Achieve 3000 database

-GRADE assessment (beginning SY 16-17)

-Stanford Diagnostic Reading Test (SDRT)  (up to end of SY 15-16)

-Individual Educational Plans (IEPs)

-Pacing Guide

-KHS Student survey

- Individual Teacher Records

-Needs Assessment

-Academic Plan reports

-Trend Report

-School Status and Improvement Report (SSIR)

-Pull-out meetings minutes

-Trend report

-Student portfolios, group projects, testing results

-Monthly data studies

-SpringBoard Curriculum -(Embedded Assessments)

-Gradebook

-Teacher Syllabi
-PLC - Common Formative Assessments Data to Drive Instruction
-English/Math - SBAC

-Math/English/Science/Social Studies - End of Course  (EOC) Exams
-“When & Where” Newspaper

-ELA - Advanced Placement Exams

-Algebra I & II

-Math Curriculum:  (Modeling our World/Khan Academy/Math Workshop/DESMOS)

-Math - Advanced Placement Exams.

-Individual student work

-Biology Advanced Placement Exams

-Participation to field trips

-FFA Awards

-Night of Music and Art

-SkillsUSA

-Auto Car Show

-Challenger Project

-PE Fun Run

-Socratic Seminars

-Service projects

-Classroom observations and walkthroughs

-ELL Data

-SDRT data

-AFP

-Data for School Improvement (DSI)

-GRADE Test data

-EOC data

-CFAs

-Report Cards

-Edline/Infinite Campus

-Athletic Grade Checks

-Contact Log Database

-Individual Teacher records

-Cougar Connection newsletter

-Annual IEP and Reviews

-KHS Teacher Survey

-Open House sign-in sheets

-Academic and Financial Plan

-Edline/Infinite Campus

-Cougar Connection (school newspaper)

-Google Classroom

-Lotus Contact Log

-Student Awards Certificates

-KHS School Calendar

-Honor roll and perfect attendance

-Parent walk-throughs

-School marques

**CATEGORY E.  SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**E1. Parent and Community Engagement Criterion**

**To what extent does school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process?**

The school culture appears to be characterized by a closely knit community and a school that is supportive in the growth and development of its students.  The school has a variety of systems that offer personalized supports, activities, and opportunities at the school and in the community for the students. These activities span a continuum of support.  A consistent, permanent administration, with a clear direction, qualified teachers, and a multitude of programs provide students with stability.  Programs are in place to assist those students who are in need of help in academics, and or for social or personal issues. There is a wide range of opportunities for dialogue and communication with all stakeholders.

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.  The community support includes parents, families, alumni, private/non-profit entities, County and State agencies, contract para-professionals (CPP), local residents and our emergency responders (Police & Fire).

This communication with community stakeholders with walk throughs, parent newsletters, mentoring and programs supporting on-going dialogue also provides additional support to the school.  Keaʻau High School incorporates a diverse array of community resources to support the student’s exposure to and understanding of opportunities for post-secondary life. Guest speakers share their expertise and insights to provide students with the background knowledge necessary to make informed post-secondary choices be they in education, technical training, work related pursuits or available community services.

**E2. School Culture Criterion**

**To what extent is the school a) a safe, clean, and orderly place that nurtures learning; b) has a culture that is characterized by trust, professionalism, high expectations for all students; and c) maintains focus on continuous school improvement?**

It appears that the school is: a) a safe, clean, and orderly place that nurtures learning; b) has a culture that is characterized by trust, professionalism, high expectations for all students; c) maintains focus on continuous school improvement and d) provides an orderly environment to ensure student’s academic success.  All students are required to wear a uniform shirt. This allows adults on campus to easily identify students from those who may not belong on campus.  Individual teacher passes are used for outside the classroom during instructional time. Safety appears to be a top priority at KHS. There are full-time security staff on campus in addition to one principal and three vice-principals to monitor the campus environment. Additional support is provided by utilizing teachers and Educational Assistants in recess yard duty and assigned an area or building on campus to monitor during recess time as well as help to monitor the cafeteria during lunch hours.

Parents positively commented on the quality of administration, staff and teacher-student interaction for providing support to their children.  It was stated through this dialogue with these stakeholders the school has provided tutoring, programs, and academic opportunities that have helped in preparing their children for college and careers after graduation.

Bell schedules ensure that all students are in class at required times. Lockout is provided for students who arrive to class tardy to minimize class disruption. New security cameras were installed in the summer of 2016 and are actively monitored by the security and administration teams.  The School Quality Survey asked questions regarding student safety and well being. In the Spring of 2016, 70% of students responded positively well as, 72.4% of teachers responded to feeling safe on campus. The students are clear as to what the behavioral expectations are at school and in the classrooms.  In terms of academic expectations, students appeared to understand what their teachers expect of them.

In maintaining a safe environment, the school conducts annual CPR classes, 3 defibulators are housed on campus.  All coaches are required to take classes in monitoring concussions and sports related injuries.

**E3. Student Support Criterion – Personalization**

**To what extent do all students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success?**

The school has initiated a myriad of programs and strategies in assisting students in behavior, growth and development.  They have developed a significant adult program.  These are those teachers and other staff who have been recognized by a student as someone they feel comfortable talking to regarding personal situations, in addition to school related issues. The idea is that every student has at least one adult on campus that they feel they can go to for advice and help.

The principal and vice-principals meet with students by grade level at the beginning of the year and share expectations for behavior and learning. They also share testing data for the previous year and set goals with the grade levels for improvement.  There is an expectation that all students will go to college and this message is reinforced with all faculty through dialogue as well as classroom door signs displaying the various colleges that teachers attended.

All of the students in the special education population have an Individualized Education Program that meets and supports their specific needs through accommodations and modifications.  These IEP’s are used to place students in an appropriate least restrictive environment.  For this same population, various learning environments ranging from an inclusion setting to a fully self-contained (FSC) setting.

Inclusion classes offer access to the same curriculum to students with 504 or IEP plans

The FSC includes:

* Work Based Learning for certificated track students offering job training opportunities.
* Deaf and Hard of Hearing program for this targeted group of students.
* Community Based Instruction for students with severe cognitive and physical disabilities
* Intensive Learning Center for students whose emotional behavior has negatively impacted their academics requiring a higher level of emotional, behavioral and academic support.

There are intensive supports available through counselors and other specialists (SBBH) to address problem behaviors, by implementing Behavior Support Plans when the behaviors negatively impact a student’s education. These supports are in place to help change those behaviors so the student is able to be successful in school.

There is the traditional referral system in place for those students who need additional behavior supports.  A referral is created to address specific behaviors and are sent to the appropriate counselor and/or administrator for review and learn appropriate consequence.

The Response to Intervention-Behavior (RTI-B) targets students whose current behavior is negatively impacting their educational ability.  Through the School Based Behavioral Health (SBBH) services of individual and group sessions with students, parents and coordinating with community support help to provide an additional safety to students. The RTI pyramid levels provide services of home hospital, homebound tutoring and other more intensive supports for students.

In terms of academic support, the 9th grade CoHort is a smaller learning community that helps this grade level of students during this transitional time.  The creation and implementation of the 9th grade CoHort has paired students with mentors, tutors, and counseling that helps them to achieve greater results in their academic classes and transitioning to the high school setting.

Additional support is available to all students through AVID and after school tutoring provide another safety net for students who may need additional support.

Students are encouraged to participate in one or more of the 16 sports offered. In an effort to support all athletes ability to meet and maintain good academic standings on a sporting team, the athlete must attend mandatory study hall on a daily basis. At the end of the athletic season, individual athletes are selected by their coaches for their excellence in their respective sport.

Teachers use Infinite Campus to track individual attendance and input student grades.  Students and parents are able to track student’s individual progress and grades at any time.

The school has recently adopted the acronym P.R.I.D.E. (Perseverance, Respect, Integrity, Diversity, Excellence).  All faculty are encouraged to write positive referrals for students displaying P.R.I.D.E. (appropriate behaviors on campus). These referrals reinforce the school’s behavioral expectations by promoting and rewarding desired expectations. These referrals encourage staff to make home contact and are reported to principals so that they can recognize students in a positive manner.

**E4. Student Support Criterion – Accessibility**

**To what extent do students have access to a system of personalized supports, activities, and opportunities at the school and within in the community?**

There are many levels of support that have been put in place at KHS. The school has a variety of systems that offer personalized supports, activities, and opportunities at the school and in the community for the students. These activities span a continuum of support.  On a community level, there are monthly SCC meetings that address the school’s needs and establishes a working relationship between the school and the community.  Faculty meetings are held monthly to address school wide needs.  PLC meetings, set up by departments, are held weekly to form assessments, address curriculum and student concerns.  Focus on Learning (FOL) self-study groups meet weekly during collaboration periods by all school staff to support ongoing school improvement efforts.  Committee meetings are held monthly to discuss daily operations for the school.  CSSS meetings are held monthly to discuss response to interventions at the school, receive updates on district sponsored programs, look at what schoolwide services are available based on student interest.

The 9th Grade Cohort meetings are held monthly for collaboration periods between the teachers, VP and 9th grade freshmen counselor to review data on individual students. Teachers meet as whole group quarterly for a full day to address, discuss, and adjust program as needed, share information and plan for upcoming quarter.

Department meetings are held monthly to discuss departmental issues/needs, to share out executive board decisions, to vote on, if necessary, schoolwide issues/decisions/information.  Teachers receive professional development two days at the beginning of the school year and throughout the year through the 21 hour contract agreement.   CORE meetings are held 2x month to discuss students, services, interventions and assistance in the classroom setting as an Response to Intervention.

Peer Reviews are held monthly on 2nd Tuesdays. KHS meets with DOH to review students that are currently serviced by them.  Upward bound also provide support services to our student to enable them to attend college  Positive Interventions and Supports (PBIS) meetings are held monthly to discuss school climate that includes students and staff. To date, waiting on staff climate survey data. Only received student data.

School Based Behavioral Health (SBBH) staff coordinates regularly with teachers, academic counselors, CORE committee members as well as school’s administrators in ascertaining the needs of unidentified students. SBBH will provide up to 6 sessions of interim services for all students recommended and further assessments and interventions can be implemented as appropriate. SBBH meets on a monthly bases (complex wide) on the last Wednesday to discuss services being provided to students, receive updates and supervision.  Executive board meetings which collaborate periodically in the interests of students and staff. Board discussions and conclusions are shared with the rest of school faculty.

Significant adults are those teachers and other staff who have been recognized by a student as someone they feel comfortable talking to regarding personal situations, in addition to school related issues. The idea is that every student has at least one adult on campus that they feel they can go to for help or advice.

There are also a variety of clubs available on campus to appeal to students’ differences. Students are able to start a club of their choosing.

The Administration, staff and teachers work effectively to ensure that challenging, relevant and coherent curriculum is available to all students ensuring that high academic standards, enrichment and GLO’s are integrated into daily instruction.  As documented in individual teacher pacing guides, all classes are taught within the realm of state standards and benchmarks. In addition, teachers at KHS align pacing guide topics to a particular taxonomic level that allow teachers to differentiate curriculum to meet the needs of all students with diverse backgrounds. Throughout the year, teachers work in Professional Learning Communities to develop Common Formative Assessments aligned to the taxonomic level of the standard. This process helps to monitor and ensure that all topics are taught to the proper taxonomic level.

KHS offers the following Advanced Placement (AP) courses:  AP Chemistry or AP Biology (alternating years), AP Calculus, AP Literature and Composition, and AP Language and Composition.

Running start is a program for students to take college classes during high school so they can receive both high school and college credits.

Executive board meetings which collaborate periodically in the interests of students and staff. Board discussions and conclusions are shared with the rest of school faculty.

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

* KHS has a highly qualified staff with many National Board certified teachers
* Strong Parent/Community collaboration is evident
* An environment of positivity and growth
* A continuum of support services that offer personalized programs, activities, and opportunities at the school and in the community for the students.
* A consistent, permanent administration, with a clear direction.
* The school is a safe, clean, and orderly place that nurtures learning and has a culture that is characterized by trust, professionalism and high expectations for all students.

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

* Through observations and interviews there appears to be a need for more equitable services to all students due to an abundance of services to the AP and college level as well as the high risk/high need students.
* Continued emphasis on developing community relationships that foster support and resources for the school.

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

-Athletic parent meeting

-School Community Council (SCC) agenda and minutes

-Lotus database

-9th grade smaller learning community

-Achieved Via Individual Differentiation (AVID)

-After-school tutoring

-Parent teacher after school conferences

-Parent consultation/training (ECSSS)

-Make a Difference Day

-9th Grade Parent Night

-Financial Aid Night

-Grad night

-Guest speakers

-Donors Choose

-Bay clinic

-Shipman

-Salvation Army

-Junior Achievement

-Military Recruiters

-Boys to Men Mentoring Program

-Forest Ranger Program

-Fire Fighter Exploration

-Hilo Hospital Internship

-Hawaiʻi Youth Challenge Academy

-Probation Office

-Substance Abuse Programs

-Running Start

-Hawaiʻi Community College

-Career Fairs

-Keaʻau High website

-Parent newsletter

-Report cards

-School marquee

-News releases

-Synervoice

-Infinite Campus

-Parent/Teacher conferences

-Phone call to parents

-IEP conferences

-Phone contact

-Infinite Campus

-SPED meetings

-Parent counselor meeting

-Guest speakers

-9th grade CORE

-CSSS

-KHS Uniform Policy

-Recess yard duty schedule

-Lockout Documentation Log

-KHS Service Request on Lotus Database

-Parent/Community Walk-through Exit survey

-Safety kit in classrooms

-Keaʻau High Quick Reference Safety Guide Handbook in every classroom

-Surveillance camera footage

-Technology Responsible Use Forms

-Hapara teacher accounts

-Parent/Athletic Handbook

-Risk Management video

-Athletic Emergency Action Plan

-Concussion documentation from athletic trainers

-Coach certificates of completion from National Federation of High Schools

-Certificate of Completion for Hands on Only CPR training

-SQS data

-Text A Tip flyer

-ELAN curriculum

-Vision/Mission statements

-GLOs

-PRIDE posters

-positive referrals

-Student Planner

-Meet and Greet

-Student grade level  meetings

-Mediation contracts

-Kula  program

-BISAC program

-RTI-B Tier 3

-Behavior Support Plan (BSP)

-Google Classroom

-Positive Referral Database

-Referral database

-Uniforms

-Student’s 504 plan

-Fully Self-contained (FSC) Programs

-Work Based Learning

-Community Based Instruction

-Deaf and Hard of Hearing

-Intensive Learning Center (ILC)

-Inclusion classroom

-Personal Transition Plan

-Differentiation in classes for general ed. Students

-Teacher interview

-KULA program

-Mandatory Study Hall

-Sports/Athletics Clubs

-AP classes

-Running Start/Early College

-Department meetings

-SCC meetings

-Faculty meetings

-PLC meetings

-Accreditation meetings

-Committee meetings

-IEP Meetings

-CSSS

-9th Grade Cohort meetings

-Department meetings

-PD Days

-CORE Meetings

-Peer Reviews

-Parent Teacher Conferences

-Open House

-Upward Bound

-PBIS

-SBBH Meetings

-SCC meetings

-CSSS

-Referrals

-9th grade academy

-Transition Center support

-AVID

-School nurse

-Home Hospital and Homebound

-SBBH-School Based

-Behavioral Health Specialist

-BISAC counselor

-Class counselors

-Grade level counselors

-504 counselor behavioral health specialists

-RTI tier I, II, III

-Case managers/IEP meetings

-Inclusion

- Youth Challenge

- Correspondence courses

- E School

-  Kula Ahiahi & Alternatives to Violence (ATV)

- Home Hospital services and homebound tutoring

-X Level classes

-AP classes

-Student choose classes offered

-Correspondence courses for credit recovery

-Science Olympiad

-Science Fair

-Kupa ʻĀina

-Civics Club

-STEM Club,

-Interact Club

-Space Shuttle pictures and write-ups in newspapers,

-FFA

-Sports participation survey

-STEMWorks

-National Park Youth Training data.

-SY 2017 Route Roster

-Anger Management

-Driver’s Ed.

-Student transportation data, public transportation routes and student ridership.

**Part B:  Schoolwide Strengths and Critical Areas for Follow-up (2 pages)**

* **Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.***
* **Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.***
* **Confirm areas already identified by the school in the Academic Plan**
* **Confirm areas to be strengthened within the already identified areas**
* **Identify any additional areas identified to be added to the Academic Plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the Academic Plan.***

**Comments**

**Schoolwide Areas of Strength**

1. **Faculty and staff maintain positive relationships that provide mutual support, encourage collaboration and improve instructional practice.**
2. **Professional Development is intentional and used to address specific needs identified in the school’s academic plan.**
3. **The school is a safe, clean, and orderly place that nurtures learning and has a culture that is characterized by trust, professionalism and high expectations for all students.**
4. **Staff has a positive attitude that approaches challenges with a forward looking, problem solving orientation.**
5. **A consistent, permanent administration, with a clear direction.**

**Schoolwide Critical Areas for Follow-up**

1. **Promote equitable services to all students from the high risk/high need students through the AP college students.  (G1.EA4)**
2. **Clearly distinguish between faculty evaluation and professional development activities and between how data is used for schoolwide improvement versus individual teacher practice. (G2. EA4)**
3. **Continued emphasis on developing community relationships that foster support and resources for the school. (G2.EA 14)**

**Chapter V:  Ongoing School Improvement (1–2 pages)**

* **Include a brief summary of the Academic Plan.**
* **Comment on the following school improvement issues:**
* **Adequacy of the Academic Plan in addressing the identified critical areas for follow-up**
* **Do the Academic Plan goals address the critical areas for follow-up?**
* **Will the Academic Plan enhance student learning?**
* **Is the Academic Plan a “user-friendly” plan that has integrated all major school initiatives?**
* **Is the Academic Plan feasible within existing resources?**
* **Is there sufficient commitment to the Academic Plan?**
* **Existing factors that will support school improvement.**
* **Impediments to improvement that the school will need to overcome.**
* **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the Academic Plan.**

The Academic Plan adequately addresses the identified critical areas of follow-up. The VC aligned the growth areas with areas in the Academic Plan.  The Plan was updated in January 2017 and the stakeholders are continually use and update the plan. The VC sees no Impediments to improvement that the school will need to overcome.

1. **Promote equitable services to all students from the high risk/high need students through the AP college students.  (G1.EA4)**
2. **Clearly distinguish between faculty evaluation and professional development activities and between how data is used for schoolwide improvement versus individual teacher practice. (G2.EA4)**
3. **Continued emphasis on developing community relationships that foster support and resources for the school.  (G2. EA14)**