

# 2015 Accreditation Report



730 Iliaina Street, Kailua, HI 96734  
[www.kalaheohigh.org](http://www.kalaheohigh.org)

Western Association of Schools and Colleges  
Hawai'i Department of Education  
Windward Oahu District  
Kailua-Kalaheo Complex



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## PREFACE

This report represents the collaborative work of faculty and staff in its assessment of Kalāheo High School’s continual improvement efforts since the last Western Association of Schools and Colleges (WASC) accreditation visit in 2009 and mid-term visit in 2013. During this current accreditation cycle, the school community has been adjusting to a new leadership framework with the implementation of an Instructional Leadership Team (ILT), the conversion to Common Core State Standards in English Language Arts and Mathematics, student achievement challenges with a new state assessment, a new teacher evaluation system, and faculty turnover. Given these challenges, the accreditation process for this cycle has been especially helpful in aiding the school community in recognizing our successes as well as identifying areas of needs in order to better serve our students.

The formal WASC accreditation self-study process for Kalāheo High School began in spring 2015. The school followed the “Focus On Learning Joint WASC and Hawai’i Department of Education Process Guide, 2006-2007 Edition,” in its planning and self-study process. Kalāheo established accreditation teams including various members, representing the entire school community, to participate in this process. Despite the difficulty Kalāheo continually faces in engaging all stakeholders, the FOL process created opportunities for the school’s faculty, staff, students, and parents to communicate and collaborate. As the various focus groups addressed the FOL criteria questions, the foci of our conversations were:

1. How are our students achieving?
2. What is the school doing to support the high achievement of our students?

Although the process has been challenging, it affirms Kalāheo’s commitment to our vision and mission and ultimately, to our students. We are confident that this document meaningfully reports and evaluates the total school program as it now exists. The identified growth areas in this self-study report will inform our strategic, academic, and financial plans as it outlines the directions for revisions and new efforts at Kalāheo High School.

**Visiting Committee Members**

**Mr. Adam Littlefield, Chairperson**

Principal, San Marin High School, Novato Unified School District, CA

**Mrs. Mahina Anguay**

Principal, Waimea High School

**Mr. Christopher Ho**

Student Activities Coordinator, Kea'au

**Dr. Michael Ida**

Teacher, Kalani High School

**Ms. Sandra Nakagawa-Saito**

Teacher, Moanalua High School

**Mr. Michael Sugano**

Teacher, Prince David Kawananakoa Middle School



# Chapter I: Student and Community Profile



## **CHAPTER 1: SCHOOL COMMUNITY AND STUDENT PROFILE DATA AND FINDINGS**

### **SCHOOL DESCRIPTION**

Located in the Windward community of Kailua, Kalāheo High School is a comprehensive high school serving grades nine through twelve. The school is one of four complex area schools in the Windward District. Kalāheo High School is part of the Kalāheo Complex of schools consisting of Kalāheo High School and its feeder schools Kailua Intermediate, Aikahi Elementary, Kailua Elementary, Kainalu Elementary, and Mokapu Elementary. The school was originally established as an intermediate school in 1966 and became a high school in 1973.

Kalaheo High School currently serves about 900 students. The school has seven administrative positions, which include a principal, two vice principals, a registrar, an athletic director, a school services coordinator, and a school activities coordinator. There are fifty three and a half classroom teachers and eight educational assistants for the student population who come from the areas of Lanikai, Kailua, and Aikahi, along with students attending with geographical exceptions. The student body is comprised of students representing eighteen ethnic groups, with a high percentage of students who are Caucasian (44.9%) and Hawai’ian or Part Hawai’ian (18.9%). Students representing other ethnic groups include Filipino, Hispanic, Japanese, Chinese, African American, Portuguese, Samoan, Korean, Indo-Chinese, Micronesian, Tongan, Chamorro, Native American, and All Other ranging from 7.1% down to 0.3%. About 1.2% of our students are receiving ESLL services. The number of students eligible for IDEA services is about 12% of the total student body. The ninth grade retention rate was 8.2% . The on-time graduation rate is about 88% and the dropout rate around 8%. The average daily attendance rate is 86%. Military families represent about 28% of the student population from nearby Kaneohe Marine Corps Base, so the school enjoys a partnership with the Joint Venture Education Forum (JVEF) and military partnership to support the transition concerns of student new to Kalaheo.

The school curriculum offers a range of courses, including open enrollment for Honors and Advanced Placement course in language arts, mathematics, social studies and science. This open enrollment policy has increased the number of students who register for the rigorous course work. Students can also be a part of the award winning Naval JROTC, or part of strong career and technical education pathway, including health services, arts and communication academy, public human services, natural resources, graphic arts, and industrial and engineering technology. In support of science, technology, engineering, and math (STEM), robotics is also offered as a regular credit course and a club so students who are unable to fit the course in their schedule still have the opportunity to participate. Providing student support and differentiated interventions based on achievement data for all students allows Kalaheo to sustain its high academic achievement.

In June 2010, the Western Association of Schools and Colleges (WASC) awarded Kalaheo High School with a six-year accreditation, which included a three-year mark visit. In school years 2012-15, Kalaheo was also included in the top nine percent of high schools in the nation recognized by the Washington Post High School Challenge Index for effectively preparing students for college. U.S News and World Report has ranked Kalaheo among the best high schools in the nation 2014 and 2015. Kalaheo works diligently to provide the necessary systems of supports and expanded opportunities to prepare students for college and career endeavors.

In school year 2012-13, Kalaheo High School earned the ranking of the top high school in the State of Hawai'i on the Strive HI report. The school maintained its continuous improvement status for the school years 2013-14 and 2014-15. Of the eleventh graders who took the Smarter Balanced Assessment (SBA) in the school year 2014-15, 29% of students tested were proficient in Math, 57% were proficient in Reading and 57% were proficient in Science. The Strive HI report (2014-15) indicates 88% of students will graduate on time from Kalaheo High School and there is a 75% rate of students who will be attending college. The Georgetown University Center on Education and the Workforce (2014), reports by 2018, 65% of jobs in Hawaii will require postsecondary education which is 2 percentage points above the national average. This type of data fuels Kalaheo's vision and mission, and propels the school towards rigor across all content areas.

Participation in professional development opportunities enables faculty and staff to hone their curriculum and instruction to address the needs of diverse learners, provide rigorous and relevant learning experiences, and utilize student achievement data to assist students needing additional support.

Teachers and support staff continue to collaborate with all facets of the community to improve communication via JupiterGrades, Lotus Notes, school website, monthly newsletter, and the annual Open House. Monthly Parent Teacher Student Association (PTSA) and quarterly School Community Council (SCC) offer a forum for the school to solicit community suggestions and support of challenging issues that confront the school.

**COMMUNITY PROFILE**

The Kalāheo Complex area encompasses the land stretching along the Kailua coastline from Lanikai to Kailua proper, Kalāheo Hillside, Aikahi, and Kaneohe Bay Drive to Nanamoana Street. The United States 2010 Census data, comparing the Kalāheo area community with the rest of the state, reveals a well-educated community with financial resources. Approximately 26% of students' families qualify for free or reduced lunch; the number of families has increased over the last three years.

**Table 1: Community Profile (2010 US Census, School Status and Improvement Report)**

<b>Community Profile</b>	<b>School Community</b>	<b>State of Hawai'i</b>
Average family size	3.03	2.96
Percentage of families with children under 18	17.3%	18.4%
Median household income	\$79,267	\$66,420
Per capita income	\$40,733	\$29,305
Home ownership/occupied housing	72.6%	57.6%
Households with public assistance income	6.5%	11.2%

<b>Community Education Attainment</b>	<b>School Community</b>	<b>State of Hawai'i</b>
Adults with bachelor's degree or higher	44.5%	30.1%
Adults with high school diploma or higher	95.0%	90.4%
Less than high school graduate	5.3%	10.2%

## **WASC HISTORY**

In June 2010, Kalāheo was awarded an accreditation period of six years with a mid-term review. The WASC 2010 self study recommendations stated that Kalāheo address three Schoolwide Critical Areas for Follow-Up (page 29 of VC report):

1. Increase alignment of curriculum, instruction and student engagement with the Hawaii State Assessment.
2. More effective PLC process including feedback tied to outcomes and goals during collaborative sessions.
3. Train all staff to analyze assessment data to take full advantage of its capabilities, and the use of common formative assessment data and its use for effective instruction.

In October 2010, Kalāheo school focus groups met to discuss the Academic Plan, specifically how the three major recommendations/critical areas for follow-up outlined in the WASC accreditation report, and the state's strategic plan goals align. The greatest needs were aligned with the WASC recommendations and the state strategic goals. These goals focused on fostering a school-wide commitment to:

1. improve student achievement through a standards-based education,
2. provide comprehensive support for all students, and
3. continuously improving performance and quality.

The specific goals included:

1. use of formative instruction and assessment (Assessment for Learning initiative)
2. utilizing a database system to record student progress and inform instruction
3. provide professional development designed with the Effective Cycle of Instruction and Response to Intervention (RTI)
4. support Learning Team collaboration by engaging data teams in the Plan, Do, Check, Act cycle
5. use effective communication within the school and with the community the school serves

In 2013, Kalāheo had its WASC three-year Mid-term Review. The Mid-term Report indicated that progress was being made by the school to increase academic success of all students through the collaborative efforts of leadership, faculty, staff, and students. Through the efforts and commitment of all members of the school community, three recommendations were being addressed. Specifically, Kalāheo made progress in addressing teacher leadership and collaboration through the Instructional Leadership Team/Academic Review Team (ART), Operational Leadership Team (OLT), and data teams; developing and implementing standards based pacing guides; designing and analyzing common formative and summative assessments; providing professional development on instructional strategies to meet the needs of all students; creating a bell schedule conducive to providing collaboration; and including students as stakeholders in the review of survey data results.

According to the Mid-Term Report (2013), Kalaheo has much to be proud of as the school is effectively preparing students for college, careers, and responsible citizenship through the implementation and refinement of all content area curricula, instructional strategies, assessment analysis, and the development of support systems.



## **SCHOOL PURPOSE AND GENERAL LEARNER OUTCOMES**

### **VISION:**

Kalāheo High School is a community of learners where individuals prepare for challenges and opportunities in a diverse and global society.

### **MISSION:**

To prepare students for higher education, future employment, and responsible citizenship.

### **General Learner Outcomes**

The General Learner Outcomes (GLOs) are the essential overarching goals for all grade levels and all academic disciplines. The GLOs are posted in all common areas and classrooms.

*Kalāheo High School will prepare graduates to be:*

- **SELF DIRECTED LEARNERS** who
  - effectively understand themselves, assess their needs, and apply appropriate strategies in order to learn new concepts and skills
  - demonstrate self-discipline and take responsibility for their own learning, set priorities, organize themselves and their work, and use time effectively
- **COMMUNITY CONTRIBUTORS** who:
  - understand that it is essential for human beings to work together
  - solve problems successfully within a group process
  - demonstrate a global knowledge that fosters tolerance and appreciation for individual differences
- **COMPLEX THINKERS** who:
  - apply a wide range of problem-solving skills to real life situations
  - analyze, evaluate, interpret, and synthesize complex issues, problems and events
  - develop original solutions and ideas in response to questions or circumstances
- **QUALITY PRODUCERS** who:
  - create high quality products and performance
  - recognize high quality products and performance
  - evaluate and improve upon their own work and continually maintain high standards
- **EFFECTIVE COMMUNICATORS** who:
  - convey information and ideas to others integrating oral, written and research skills
  - listen objectively and empathetically to the ideas of others
  - use a variety of means and resources to structure and present logical arguments
- **EFFECTIVE AND ETHICAL USERS OF TECHNOLOGY** who:
  - practice ethical behavior in regard to the use of information technology
  - are proficient in using various forms of technology
  - recognize various ways to use technology to support the mastery of basic skills necessary for success in college or the work force

## **SCHOOL PROFILE**

### **Student Demographics**

The student body is comprised of students representing eighteen ethnic groups, with a high percentage of students who are Caucasian (45.8%) and Native Hawai'ian (20.1%). Students representing other ethnic groups include Filipino, Hispanic, Japanese, Chinese, African American, Portuguese, Samoan, Korean, Indo-Chinese, Micronesian, Tongan, Chamorro, Native American, and All Other ranging from 6.7% down to 0.3%.

**Table 2: Population** (*School Status and Improvement Report, 2014-15*)

<b>Ethnicity</b>	<b>%</b>	<b>Ethnicity</b>	<b>%</b>
Native American	0.3	Korean	1.0
Black	4.2	Chamorro	0.6
Filipino	6.7	Portuguese	1.6
Native Hawai'ian	18.9	Samoan	1.2
Hispanic	5.5	White	45.8
Japanese	5.9	Micronesian	0.3
Indo-Chinese	0.7	Chinese	2.1
Tongan	0.1	All Other	2.9

### **Student Enrollment**

The school's enrollment has increased over the past three years. Official enrollment is typically below the actual enrollment because of the transient school community. The current student enrollment is 903. There are 231- 9<sup>th</sup> graders; 229 -10<sup>th</sup> graders; 223 - 11<sup>th</sup> graders; and 212 -12<sup>th</sup> graders. The student population is divided by gender into 48% female and 52 % male.

**Table 3: Annual Student Enrollment** (*School Status and Improvement Reports 2011-2015*)

<b>SY 2011-12</b>	<b>SY 2012-13</b>	<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16 (Fall 2015)</b>
828	855	908	916	903

### **Attendance**

Over the last five years Kalāheo has about a 92% average daily attendance rate. The Kalāheo Attendance Policy was developed to improve the attendance rate, which is communicated through the student planner, faculty handbook, school website, and newsletter.

**Table 4: Average Daily Attendance** (*School Status and Improvement Reports 2011-2014*)

<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16 (Fall 2015)</b>
90.5%	91.5%	91.9%	93%	81.9%

### Disadvantaged Population

Approximately 26% of students' families qualify for free or reduced lunch.

**Table 5: Free and Reduced Lunch** (*School Status and Improvement Reports 2011-2014*)

2011-12	2012-13	2013-14	2014-15	2015-16 (Fall 2015)
25.1%	24.9%	26.7%	25.0%	26.4%

### Special Education (SPED) Population

Approximately 12.8% of students receive Special Education (SE) services in various levels of least restrictive environments. There are approximately 86 resource/inclusion students. Of these students, 7 are eligible under emotional disability, 20 under Other Health Disability, 8 under Autism Spectrum Disorder, and 49 under Specific Learning Disability. Currently, there are 9 in our Community Based Instruction (CBI)/Alternate assessment program: 4 are eligible under the category of Intellectual Disability, 2 under Multiple Disabilities, 2 under Autism Spectrum Disorder, and 1 under Specific Learning Disability.

**Table 6: Special Education Enrollment** (*School Status and Improvement Reports 2011-2014*)

2011-12	2012-13	2013-14	2014-15	2015-16 (Fall 2016)
9.5%	11.2%	12.8%	11.2%	10.5%

### English Language Learner (ELL) Population

#### ELL Program Overview:

The statewide ELL Program helps to assure equal access to educational opportunities for linguistically and culturally diverse students.

#### ELL Program Mission:

English Language Learners (ELLs) will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.

#### ELL Program Goals:

The goals of the ELL program for all schools are to ensure students will:

acquire a level of English proficiency that will provide students with equal opportunities to succeed in the general education program

achieve the Hawaii Common Core and English language proficiency standards in order to exit the program

possess the language knowledge and skills to graduate and pursue post-secondary education and/or careers.

#### Annual Measurable Achievement Objectives (AMAO):

AMAO's are educational objectives set by the objectives set by the State and are required by the Federal Government. Three specific AMAO target areas have been established under law:

1. AMAO 1 shows the percentage of ELL students who make gains in speaking, listening, reading, and writing in English
2. AMAO 2 shows the percentage of ELL students who should attain English language proficiency (ELP) to exit the ELL program
3. AMAO 3 shows the target for all students, including ELL students to meet the requirements for the statewide content test (HSA/SBAC)

The number of students identified to receive English as a Second Language services has increased slightly with fourteen of our students currently receiving ELL services, representing eight different languages: German, Spanish, Tagalog, Ilokano, Portuguese, French, Ukrainian, and Samoan. In 2014-2015, the AMAO 1 target was 67% and the percent of students progressing in English language acquisition at Kalaheo is 50%. Further, the AMAO 2 target was 18% and the percent of Kalaheo students exiting or reaching English language proficiency was 53.5%. Due to our small ESLL population size, AMAO 3 is not applicable.

**Table 7: ESLL Enrollment** (*School Status and Improvement Reports 2011-2014*)

2011-12	2012-13	2013-14	2014-15	2015-16 (Fall 2015)
1.6%	1.3%	1.2%	0.01%	0.01%

### Discipline Rate

Although the total number of student suspensions has remained approximately the same over the past three years, the prevalence of discipline infraction relates to Class C offenses. Class cutting and insubordination appears to be the biggest challenge for Kalāheo. Serious discipline categorized by Class A and Class B offenses, declined from school year 2011-2012 through 2012-2013. However, it increased in 2013-2014.

**Table 8: Annual Discipline Rate by Class Offenses** (*School Status and Improvement Reports 2011-2014*)

	Class A Offense	Class B Offense	Class C Offense	Class D Offense	SY Total suspended/ non-suspended
2011-2012	22%	22%	49%	6%	6% / 94%
2012-2013	29%	16%	49%	6%	5% / 95%
2013-2014	45%	27%	17%	11%	5% / 95%
2014-2015	61%	22%	17%	0%	6% / 94%

Examples of suspensions:

- Class A: Burglary, robbery, sale of dangerous drugs
- Class B: Disorderly conduct, trespassing
- Class C: Class cutting, insubordination, smoking
- Class D: Contraband (e.g. use of electronic devices during instructional time)

### Safety Conditions/School Facilities

School improvement and campus beautification is an important focus at Kalāheo High School. Kalāheo’s PTSA partnership has greatly enhanced the overall safety, maintenance, and beautification of the campus. Each year, the dedicated members of the PTSA host “Make A Difference Day.” Parents, students, faculty, staff, alumni, and military partners donate their time, efforts and supplies to help beautify the campus by improving landscaping, painting curbs and parking stalls, and building benches, as well as other practical and aesthetic improvements.

The school strives to maintain a safe, positive, and inviting learning environment for all of our valued school and community members. Progress made thus far results from the combined efforts of the many stakeholders and partners who have contributed to all campus beautification and improvement projects. Their generosity has truly made a difference in the lives of many individuals which exemplifies the very notion of Kalāheo Pride.

## Staff

Kalāheo’s students are currently served by 85 school personnel: four administrators, 48 certified teachers, and 33 support staff. Administrative positions include one principal, two vice principals, one athletic director. The average number of years teaching is 10.7 for the staff, and 24 members of the staff have a Master’s Degree or higher. Certificated support staff consists of: four counselors, one librarian, one registrar, one student activities coordinator, a half-time academic coach, a half-time test coordinator, and one student services coordinator. Classified support staff includes: eight educational assistants, seven clerical staff, six custodians, three cafeteria staff, four security attendants, two athletic trainers, two school-based behavioral health counselors, and one health aide.

## Highly Qualified Teachers

The requirement that core academic teachers earn the federal designation of “highly qualified” is part of the federal 2001 No Child Left Behind Act – commonly known as Title II-Teacher Quality. States are required to ensure that the provisions of this law are carried out or risk loss of federal funds. Hawai’i’s State Highly Qualified Teacher Plan was created to meet these federal requirements and approved by the US Department of Education (USDE) on June 26, 2007.

IDEA requires that special education teachers, providing direct instruction in departmentalized middle or high schools, must meet the requirements for HQ in each of the core academic subjects to which they are assigned (DOE HQT Guidelines, 2009).

Kalāheo strives to ensure that all teachers have or are working toward HQ status. All teachers working toward achieving HQ status are supported by the Windward Complex Peer Mentoring Program. A consulting teacher provides ongoing individualized support to non-highly qualified teachers as they progress to meet performance expectations.

**Table 10: Highly Qualified Teacher (HQT) Data** (*School Status and Improvement Reports, 2011-2014*)

School Year	FTE Teacher Total	% Fully Licensed	Avg Years Experience	5+ Years at Kalāheo	% Classes Taught by HQTs	Teachers with Advanced Degrees
2011-2012	48	93.8% (45)	10.5	26	87%	19
2012-2013	47.5	91.7% (44)	11.0	23	80%	25
2013-2014	62.5	98.0% (48)	10.7	20	85%	24
2014-2015	53.5	94.4%	9.3	17	89%	24

## Student Participation in Co-Curricular Activities

### Athletics

Kalāheo is a 41st year member of the Oahu Interscholastic Association (OIA). In the OIA, Kalāheo fields 52 teams in 17 sports: air riflery, baseball, basketball, bowling, cross country, football, golf, paddling, pep squad, soccer, softball, water polo, swimming, tennis, track and field, volleyball, and wrestling. Since 2011, boys cross country, boys paddling, girls paddling, mixed paddling, boys volleyball, boys basketball, girls basketball, girls volleyball and girls soccer have achieved OIA Champion or State Champion status. On average, approximately 64% of our students participate in athletics and maintain a Grade Point Average (GPA) of 2.5 or higher, with passing grades in all of their core content courses.

**Table 11: Athletic Participation Rate and Academic Eligibility** (*OIA Kaimana Report, 2011-2014*)

School year	% Student Participation	% Students with GPA of 2.5 and above
2011-2012	64%	62%
2012-2013	66%	64%
2013-2014	69%	65%
2014-2015	70%	67%

**Table 12: Athletic Achievements** (*Kalāheo High School Athletics, 2011-2015*)

School Year	Achievement	Athletic Team
2011-2012	OIA Champions	*Boys & Girls paddling *Mix crew paddling Boys basketball Div II
	State Champions	Boys basketball Div II
2012-2013	OIA Champions	*Boys/Girls basketball Div II Boys paddling Boys soccer Div II
	State Champions	Boys basketball Div II
2013-2014	OIA Champions	Boys paddling Girls soccer Div II)
2014-2015	OIA Champions	Girls volleyball Div II Boys cross country
	State Champions	Boys basketball Div I

## Student Activities Program

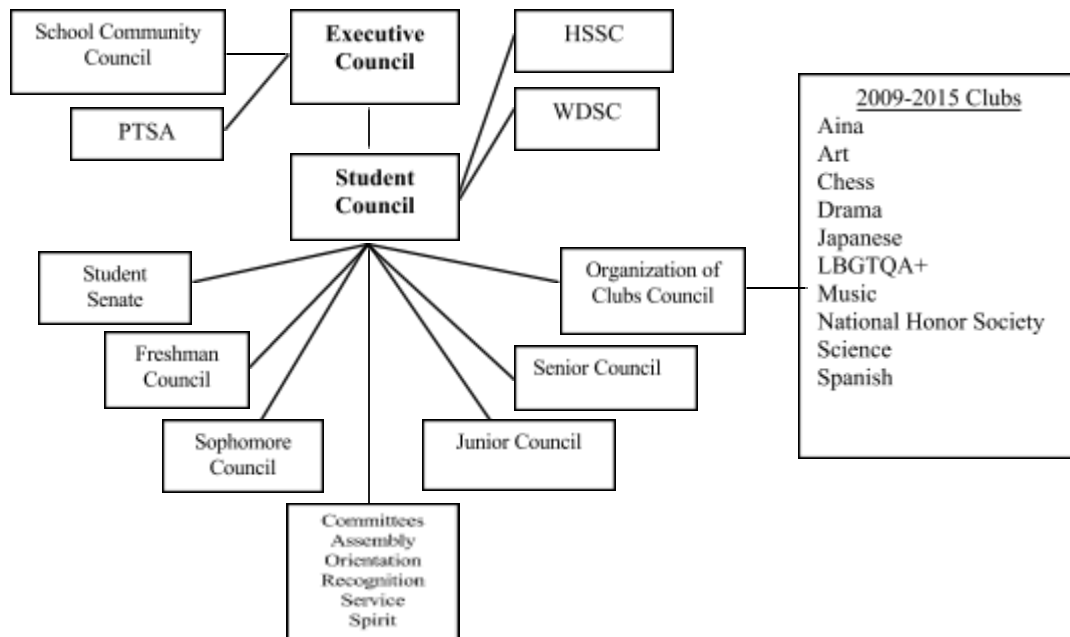
The Student Activities Program involves approximately 486 students (54% of the student body). It is comprised of peer elected and appointed Associated Students of Kalaheo (ASK) leaders, leadership class students, club leaders, grade level councils, Student Senators, new student transition participants, and students interested in gaining leadership experience. The program's vision is to develop informed, responsible citizens who are empowered to participate in and contribute to their community and a global society. Its mission is to provide opportunities for students to acquire the skills and experiences necessary to participate actively as citizens and to practice and apply learned concepts, processes, and skills.

The Student Activities Program:

1. Allows students to take a lead in shaping their future by caring about and being responsible for their education.
2. Develops the total person, empowers students to be responsible citizens and leaders, with a strong sense of civic responsibility.
3. Teaches skills and attributes necessary for students to be lifelong learners; develops critical thinking skills through problem solving and decision-making.
4. Encourages students to voice their concerns through leadership by becoming involved in school, local, national, and global issues.
5. Serves the personal, social, and educational needs and interests of all students.

The program aligns with the National Association of Student Council's four pillars: leadership, service, voice and engagement. A variety of activities and events are planned and implemented by student leaders. Student leaders also meet national leadership standards through leadership class, student council meetings, service activities, and activity planning. Student leaders also participate in School Community Council, PTSA, complex area leadership trainings, Windward District Student Council, Secondary Student Conference, statewide Student Leadership Conference and Hawaii State Student Council.

**Chart 1: Associated Students of Kalāheo**



## Navy Junior Reserve Officers Training Corps (NJROTC)

The Kalāheo NJROTC Unit is a highly decorated program wins numerous athletic, drill, and academic awards in both state and national competitions. Kalaheo’s NJROTC has been awarded the NJROTC Distinguished Unit Award (top 20% of NJROTC schools) every year since 2009. Sixty-two high schools in the northwestern United States, Alaska, Hawai’i, Guam and Japan competed for this prestigious award. Both the Distinguished Unit and the Best Unit awards are based upon overall performance in the areas of scholastic achievement, community and school service, competitions (academic, athletics, and drill), graduate data, and the Area Manager Inspection report. Kalāheo graduates have earned numerous US Naval Academy appointments (\$400K scholarship value) over the past 15 years. Additionally, cadets are regularly awarded ROTC scholarships (\$300K value) as well. Kalaheo had four students graduate from the Naval Academy in 2013. In 2013 and 2014, one cadet earned a USNA appointment and four earned ROTC scholarships to Yale, Auburn, USC and Oregon State University.

The NJROTC is a four-year elective program emphasizing citizenship, self-discipline, character development, self-esteem, leadership, and physical fitness. Academic topics include a wide range of physical sciences and social studies. It provides orientation to the military as a career option and an opportunity for practical continuity of purpose throughout the sequence of instruction. Each year of study is designed to stand independently. The program includes academic instruction and co-curricular activities to support NJROTC goals.

The Kalāheo NJROTC program supports not only federally mandated NJROTC goals, but also aligns with the general learner outcomes to make our students effective communicators, complex thinkers, responsible and self-directed learners, collaborative workers and technologically literate workers.

There is no military obligation upon completion of the NJROTC program. The NJROTC program does provide some benefits if a cadet desires a military career. Completion of two or more years allows a graduate to enlist in a military service at a higher rank and pay grade. Although military ROTC scholarships to college are not guaranteed, exposure to the NJROTC instructors will help interested cadets with ROTC applications. Deserving cadets can also be nominated for competition in obtaining appointments to the U.S. Naval Academy, U.S Air Force Academy and U.S. Military Academy.

On average, approximately 13% of the student population is enrolled in the NJROTC program at any given time. Further, roughly 17% of Kalāheo students take one or more NJROTC courses.

**Table 13: NJROTC Enrollment Data:** *(NJROTC Enrollment Reports)*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
NJROTC	108	122	127	121	113
% of school pop.	13.1%	14.1%	14.2%	13.3%	12.5%

As part of the program objective of developing responsible citizens and leaders, cadets are required to perform 10 community or school service hours each semester. Cadet leaders are responsible for planning, organizing and leading teams of cadets in these community service activities. Kalāheo cadets accrue an average of 3,100 community and school service hours per year including participation in the following events:



- Mentorship activities with elementary school (Science Fair, Health & Wellness Fair, Fun Fairs, Junior Patrol/drill team)
- Preschool play days for special needs children
- High school orientation visits at Kailua Intermediate School and Kalāheo High School
- Blood drives
- 9/11 ceremony
- Community parades (Great Aloha, Kaneohe Christmas, Veteran's Day)
- Great Aloha Run
- Governor's Review
- School graduation & open houses
- Football games & assemblies

Cadets participate in two major Service Learning Projects on an annual basis; the Kalāheo NJROTC Basketball Invitational and the Principal's Review. The Kalāheo Invitational is a statewide NJROTC basketball tournament opened up to the JROTC-host high schools of Hawai'i. Approximately 24-30 boys and girls teams from 16 schools participate each year. Our cadets plan, organize, and administer the tournament from start to finish. This includes sending out the invitations, coordinating with community organizations, gymnasium facility maintenance on game day, scoring the tournament games, organizing referees and awards, and managing the concession stand. Students interact and coordinate with other schools, MCBH (Marine Air Group 24), Hawai'i Army National Guard, Navy Medical Clinic, Kalāheo administrators and Parent Booster Group to host this annual event.

The annual Principal's Review is a cadet problem-based learning project and performance evaluation for the NJROTC Unit. The Kalāheo cadet staff must prepare cadets from various departments and platoons for a military-style performance review. Major areas evaluated include program administration, school academic program, administrative reports and records, cadet records, uniform inventory records, minor property inventory, and a cadet staff brief (30 minute presentation). In addition to preparing for the record inspections, the cadet commander and staff must prepare all cadets for a personnel inspection, platoon drill demonstrations and a formal military pass-in-review ceremony. The military pass-in-review ceremony is for the principal, military distinguished guests, community guests, parents, faculty and the student body. The NJROTC Area 13 Manager (based in Bremerton, WA) attends the event and conducts the performance assessment of the Kalāheo program.

### **Band**

Participation in band continues the music development of students by providing multiple performance opportunities throughout the school year. As a co-curricular course, that supports after-school activities, the band performs at football and basketball games, and at winter, spring, and Aloha concerts. In 2014-15, the band began offering a Marching program that participates in school and community parades, this includes color guard (flags). Kalāheo's band has a mentorship program with members of the Kaneohe Marine Corp Band who provide expert guidance by offering free lessons, sectional leadership and musical experience that influence the growth of our students. The band comprises of approximately 41 students.

### **School Financial Support**

The Weighted Student Formula (WSF) is a fair and equitable way to distribute funds for school budgets. A baseline amount per student is set, with additional funding ("weights") aligned with different student needs and characteristics. Funding follows students to the schools they attend, equalizing opportunities at the student level. Weights are set by the Committee on Weights, comprised of teachers, administrators and community members for: a specific dollar amount is allocated to educate each student enrolled; additional money is given to educate students with identified characteristics that impact their learning and achievement. These include, among others: Gifted & Talented, Economic Disadvantage, Limited English Proficiency and Transiency.

Kalāheo receives Federal funding to support the school's Special Education and ELL programs from the state general fund. Federal money to support ELL services averages about \$18,000 a year and Special Education funding is approximately \$19,000 a year.

The Learning Center (LC) and Career and Technical Education (CTE) federal funds help support the Communication Academy, which is another smaller learning community strand in the school.

### **Perception Data**

#### **Tripod Survey**

One part of the Educator Effectiveness System related to the evaluation of teacher practice is the student survey, also known as the Tripod student survey. All students in grades 9-12 are eligible to take the Tripod student surveys. "Tripod" refers to three "legs" of quality teaching: content, pedagogy and relationships. The model's premise is that students will engage more deeply and learn more effectively when they perceive (or experience) all three legs are strong. The Tripod framework identifies targets for student engagement. It also identifies seven elements of teaching practices — the 7 Cs — that correspond to key elements of teaching quality. The 7C's are Care, Control, Clarify, Challenge, Captivate, Confer and Consolidate. Therefore, the survey generates information both about how students experience teaching practices and learning conditions in the classroom, as well as information about how students assess their own engagement.

The Tripod data reflects teacher dedication to improving instructional practices in order to ensure all students are provided experiences conducive to learning. Kalaheo's Fall 2014 Tripod School report identifies Care, Captivate and Confer as areas for growth. Teachers identified and reflected on their strengths and areas of growth both personally and as a member of the school community. Teachers set goals in order to sustain their strengths and enhance their areas for growth, and discuss their goals with colleagues and administrators.

**Table 14: Tripod Survey Results (School Report 2012-2014)**

	<b>7Cs Overall</b>	<b>Care</b>	<b>Challenge</b>	<b>Control</b>	<b>Clarify</b>	<b>Captivate</b>	<b>Confer</b>	<b>Consolidate</b>
<b>HI DOE</b>	59%	56%	67%	60%	63%	57%	49%	60%
<b>School Report Fall 2014</b>	58%	59%	65%	54%	61%	55%	51%	59%
<b>School Report Fall 2013</b>	54%	54%	62%	52%	58%	54%	48%	55%
<b>School Report Fall 2012</b>	47%	46%	55%	46%	52%	45%	39%	47%

**School Quality Survey**

The School Quality Survey (SQS) reflects student, parent and teacher perceptions of Kalāheo. Based on ten criteria responses, the SQS is administered periodically for strategic planning and accountability requirements.

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

	<b>Teachers</b>		<b>Parents</b>		<b>Students</b>	
	School	State	School	State	School	State
<b>Safety</b>	55.3	76.0	69.6	74.3	54.7	69.4
<b>Well-being</b>	57.5	75.0	80.4	81.6	58.9	69.4
<b>Satisfaction</b>	39.6	60.2	61.8	71.5	49.9	69.7
<b>Involvement/engagement</b>	44.4	70.4	61.5	69.3	43.2	58.2
<b>Survey return Rate</b>	92.9	83.4	16.2	15.7	77.6	70.8

**Table 14: Positive Responses** (*School Quality Survey, 2012 -2014*)

School Quality Survey, percentage	Teachers			Parents			Students		
	Year	School	State	Year	School	State	Year	School	State
<b>Standards-Based Learning</b>	2012	87.5	95.1	2012	72.6	79.1	2012	73.9	81.4
	2013	97.8	97.1	2013	72.8	83.3	2013	70.0	86.1
	2014	88.7	90.4	2014	64.9	74.8	2014	64.0	80.1
<b>Quality Student Support</b>	2012	66.7	88.8	2012	74.0	79.9	2012	67.2	75.1
	2013	64.6	90.9	2013	74.3	82.5	2013	62.6	78.0
	2014	61.6	81.9	2014	66.3	75.8	2014	56.8	72.4
<b>Professionalism and System Capacity</b>	2012	70.8	88.5	2012	NA	NA	2012	78.9	84.2
	2013	81.1	92.6	2013	NA	NA	2013	73.1	89.9
	2014	51.9	80.7	2014	NA	NA	2014	70.6	85.9
<b>Coordinated Team Work</b>	2012	66.7	82.5	2012	64.8	72.8	2012	68.5	71.2
	2013	67.0	84.1	2013	63.9	75.4	2013	66.1	72.7
	2014	56.2	71.5	2014	57.2	68.2	2014	56.2	69.4
<b>Responsiveness of the System</b>	2012	85.4	91.4	2012	79.7	80.7	2012	71.9	79.7
	2013	82.0	92.9	2013	77.7	84.5	2013	69.4	84.1
	2014	68.9	83.6	2014	70.9	77.5	2014	61.3	78.7
<b>Focused and Sustained Action</b>	2012	66.7	88.2	2012	66.7	74.5	2012	80.3	85.6
	2013	76.8	90.5	2013	68.8	78.3	2013	82.4	91.5
	2014	59.3	77.4	2014	57.6	70.0	2014	76.6	87.0
<b>Involvement</b>	2012	79.2	89.9	2012	79.1	78.8	2012	74.2	71.5
	2013	82.7	92.6	2013	85.4	82.5	2013	73.6	77.9
	2014	61.3	79.9	2014	71.2	76.2	2014	68.4	73.6
<b>Satisfaction</b>	2012	50.0	83.8	2012	75.8	82.5	2012	66.5	73.5
	2013	40.4	86.0	2013	70.4	88.3	2013	55.5	79.0
	2014	53.8	70.3	2014	64.5	80.0	2014	46.1	73.4
<b>Student Safety and Well-Being</b>	2012	73.3	70.3	2012	50.7	50.8	2012	36.7	44.2
	2013	69.7	69.8	2013	51.6	52.9	2013	42.3	44.1
	2014	66.9	66.8	2014	53.0	54.4	2014	39.7	43.9
<b>Survey Return Rate</b>	2012	12.5	56.7	2012	16.0	15.2	2012	54.5	78.8
	2013	44.6	73.6	2013	11.2	16.5	2013	80.3	75.5
	2014	45.9	83.3	2014	11.2	8.8	2014	77.1	68.9

## **Curriculum**

To meet the needs of every student, Kalāheo provides a comprehensive school curriculum through a range of course offerings, including general education, Honors, and Advanced Placement classes in language arts, mathematics, social studies, and science. Individualized curriculum is also provided for ELL and SPED students.

In addition to traditional college preparation courses, Achieve 3000, financed by the school, is used to provide a reading resource for ELL and Special Education students. Achieve 3000 provides a web-based, individualized reading program to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes test.

Kalāheo also offers alternative independent study programs for students who fail courses, which results in not earning credits. Kalaheo uses the Brigham Young University Independent Study Program as well as, the Hawai'i Department of Education ESchool Program as credit recovery options for students. Both programs have course offerings similar to Kalaheo's, and students are able to recover credits throughout the school year and during the summer.

In the fall of 2015 Kalaheo high school launched a new one-to-one mobile device initiative for its incoming freshman class. Each freshman was issued a chromebook laptop. This effort is in alignment with efforts within the state of Hawaii to transition K-12 schools to become one-to-one. The one-to-one chromebook initiative will continue each year with each incoming freshman class. Kalaheo is a Google Apps for Education (GAFE) school that supports the school wide use of educational applications included within GAFE (gmail, google docs, sheets, forms, Classroom, etc). Since 2014-2015, all Teachers have attended and will continue to receive GAFE professional development training to support this initiative. All teachers are provided the instructional technology tools that support 21st century classrooms including laptops, visual presenters, projectors and speakers. Some classrooms utilize interactive technology whiteboards (SmartBoard, Interwrite) and others have access to Microsoft Surface Tablets and Interwrite tablets to support classroom collaboration. The Special Education department teachers have been issued iPads to support their instruction.

## **Student Achievement Data**

The Smarter Balanced Assessments (SBA) in mathematics and English Language Arts/Literacy (ELA) are aligned to the Hawaii Common Core Standards, and designed to measure whether students are "on track" for readiness in college and/or career. SBA replaced the Hawaii State Assessment in math and reading. These are mandatory assessments given to students in grades 3-8 and 11. Hawaii students in grades 3-8 and 11 took the summative Smarter Balanced Assessments (SBA) for the first time in spring 2015. SBA replaces the former Hawaii State Reading and Mathematics Assessments (HSA). (The HSA for Science will continue to be administered.) SBA measures not only what students know, but also how well they can apply their knowledge in real-world situations. It's expected that the change to the new test and standards will result in a drop in scores as compared with previous years. Lower test scores do not mean students are performing any worse because these are newer, higher expectations for student learning. Results from this year are a new starting point. In other words, it is reasonable to compare 2015 scores with next year's scores (same assessment), but not with last year's HSA scores.

**Table 15: Student achievement data (Strive HI Student group Performance reports 2012-2014) HSA(2012-13) and bridge HSA/SBA(2013-14) assessment data**

	Reading				Math			
	2012-13 grade10		2013-14 grade10		2012-13 grade10		2013-14 grade 10	
	Participation	Proficient	Participation	Proficient	Participation	Proficient	Participation	Proficient
<b>State Targets</b>	<b>95%</b>	<b>72%</b>	<b>95%</b>	<b>84%</b>	<b>95%</b>	<b>64%</b>	<b>95%</b>	<b>69%</b>
All Kalāheo Students	99%	80%	95%	78%*	100%	69%	94%	45%*
Disadvantaged	100%	75%	97%	66%*	100%	72%	94%	39%*
Asian/Pacific Islander	98%	78%	95%	68%*	99%	76%	96%	46%*
White	100%	87%	96%	87%	100%	66%	93%	47%*

**Table 16: Smarter Balanced Assessment data (Strive HI Student group Performance reports 2014-2015)**

	SBA Results grade 11 2014-15			
	ELA/Literacy		Math	
	Participation	Proficient	Participation	Proficient
<b>State Targets</b>	<b>95%</b>	<b>No AMO*</b>	<b>95%</b>	<b>No AMO*</b>
All Kalāheo Students	96%	57%	96%	29%
Disadvantaged	94%	46%	94%	17%
Asian/Pacific Islander	95%	53%	95%	26%
White	98%	61%	98%	35%

\*SY 2014-15 accountability results (Math/ELA) are based only on the remaining AMO targets; new targets will be incorporated into revised reports in Spring 2016.

**Table 17: Science Proficiency (Strive HI Student group Performance reports 2012-2015)**

	Science		
	2012-13	2013-14	2014-15
	Proficient	Proficient	Proficient
<b>State Average</b>	<b>24%</b>	<b>30%</b>	<b>31%</b>
All Kalāheo Students	62%	50%	57%
Disadvantaged	no data	39%	35%
Asian/Pacific Islander	no data	45%*	51%
White	72%	56%	64%

**College Preparatory, Honors and Advanced Placement (AP) Programs**

College preparatory, honors, and AP courses offer a rigorous curricular opportunity for students, particularly in preparation for post-secondary education. Open enrollment for college preparatory courses has been in existence for many years. Open enrollment has evolved over time. Beginning in 2003-2004, enrollment was open to all students with a completed application, signed a contract, teacher recommendation, a personal statement, and placement test to determine course level. In 2006-2007, the school modified its open enrollment policy by reducing student requirements to writing a personal statement and signing a contract. Since 2008-2009, the open enrollment policy only includes a signed contract as the requirement to enroll in AP courses. The purpose of the contract is to inform students of the requirements of the course and an agreement that students will remain in the course for the entire school year. Students may take one AP course -World History- in Grade 10.

### College Preparatory and Honors Course Data

In 2013-2014, Kalāheo offered seven honors courses (21 sections) and two college preparatory science courses (six sections), three college preparatory math courses (eight sections), and two college preparatory world language course (two sections).

The 2014-2015 Kalāheo offered six honors courses (21 sections) and two college preparatory science courses (five sections), three college preparatory math courses (seven sections), and two college preparatory world language course (two sections).

In 2015-2016, Kalāheo offered six honors courses (17 sections) and two college preparatory science courses (four sections), three college preparatory math courses (ten sections) courses, and three college preparatory world language courses (three sections).

**Table 18: Honors/College Preparatory Course Offering and Enrollment (KHS Registrar 2013-2015)**

SY 2013-2014					
Dept	Course	# Sec	Grade Level	Student Enrollment	Course Type
LA	Eng I	2	9	56	Honors
Sci	Bio	3	9	75	Honors
SS	MHH/PID	6	9	203	Honors
Math	Geom	2	9/10	64	Honors
LA	Eng II	3	10	80	Honors
Math	Alg II	2	10/11	60	Honors
Sci	Chem	3	10/11	80	Honors
Sci	Chem	4	11-12	117	Coll Prep
Sci	Physics	2	11-12	61	Coll Prep
Math	Alg II	2	11-12	59	Coll Prep
Math	An. Geom/Trig	3	11-12	70	Coll Prep
Math	Prob/Stats	3	11-12	74	Coll Prep
Wld Lang	JPN 3/4	1	11-12	28	Coll Prep
Wld Lang	SPN 3/4	1	11-12	23/9	Coll Prep

continued **Table 18: Honors/College Preparatory Course Offering and Enrollment** (*KHS Registrar 2013-2015*)

SY 2014-2015					
Dept	Course	# Sec	Grade Level	Student Enrollment	Course Type
LA	Eng I	2	9	64	Honors
SS	MHH/PI D	7	9	185	Honors
Math	Geom	4	9/10	116	Honors
Sci	Chem	3	10/11	85	Honors
LA	Eng II	3	10	79	Honors
Math	Alg II	2	10/11	53	Honors
Sci	Chem	3	11-12	91	Coll Prep
Sci	Physics	2	11-12	58	Coll Prep
Math	Alg II	3	11-12	106	Coll Prep
Math	An. Geom/Tri g	2	11-12	57	Coll Prep
Math	Prob/Stats	2	11-12	56	Coll Prep
Wld Lang	JPN 3/4	1	11-12	24	Coll Prep
Wld Lang	SPN3	1	11-12	29	Coll Prep

SY 2015-2016					
Dept	Course	# Sec	Grade Level	Student Enrollment	Course Type
LA	Eng I	2	9	71	Honors
SS	US Hist	2	9	75	Honors
Math	Geom	2	9/10	57	Honors
Sci	Chem	3	10/11	89	Honors
LA	Eng II	4	10	115	Honors
Math	Alg II	4	10/11	120	Honors
Sci	Chem	3	10-12	101	Coll Prep
Sci	Physics	1	11-12	37	Coll Prep
Math	Alg II	6	10-12	207	Coll Prep
Math	An. Geom/Tri g	2	11-12	70	Coll Prep
Math	Prob/Stats	2	11-12	40	Coll Prep
Wld Lang	JPN 3/4	1	11-12	20	Coll Prep
Wld Lang	SPN 3	1	11-12	25	Coll Prep
Wld Lang	SPN 3/4	1	12	5	

### Advanced Placement Course Data

- In 2012-2013, 153 students were enrolled in at least one Advanced Placement (AP) courses, with 134 students taking 195 AP Exams with a 53.7% overall pass for AP tests taken in May 2013.
- In 2013-2014, 167 students were enrolled in at least one Advanced Placement (AP) courses, with 143 students taking 211 AP Exams with a 74.1% overall pass for AP tests taken in May 2014.
- In 2014-2015, 179 students were enrolled in at least one Advanced Placement (AP) courses, with 166 students taking 251 AP Exams with a 63.9% overall pass for AP tests taken in May 2015.

Kalaheo offers students the opportunity to take AP online courses for which the school does not have a section. For example, in 2014-2015 five students registered for five AP online courses including: Biology, Statistics, and US History. According to Fall 2015-2016 enrollment, there are four students taking a total of six AP online courses.



**Table 19: Advanced Placement Course, Enrollment, and Exam Data (College and Career Counselor)**

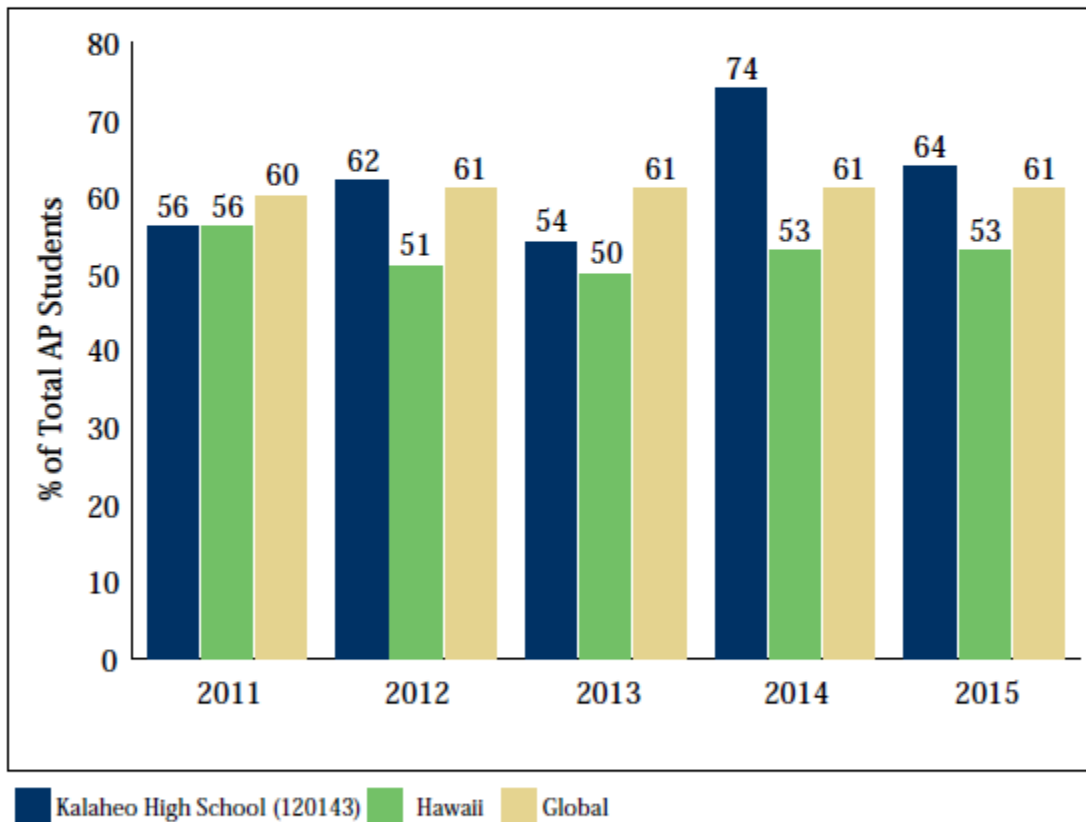
	<b>SY 12-13</b>	<b>SY 13-14</b>	<b>SY 14-15</b>	<b>SY 15-16</b>
<b>AP Courses</b>	#stud/#exams/3+ score	#stud/#exams/3+ score	#stud/#exams/3+ score	#stud/#exams/3+ score
Biology		40/35/29		37/
Calc AB	14/14/9	21/19/14	19/18/6	28/
Eng. Lang	64/59/33	50/43/24	80/77/47	63/
Eng. Lit.	34/26/14	30/28/13	23/22/11	38/
Environ.	55/52/24		53/51/38	36/
World	29/28/13	47/44/34	35/34/17	65/
Psych.	16/15/10	44/37/28	47/41/32	50/
<b>Exam only</b>				
Comp Sci.		0/1/0	0/1/1	
French			0/1/1	
Spanish		0/1/1		
Statistics	0/1/0	0/1/1		
Chemistry		0/1/0		
# taking an AP exam	134	143	166	
# of AP exams	195	211	251	
# who scored a 3+	72	106	157	

This report shows five years of data at the school, state and global levels. The graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher. The table provides total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. From 2012-2015, Kalaheo students have outperformed Hawaii AP students. In school years 2012, 2014 and 2015, Kalaheo students also outperformed the Global percentage of total AP students with one or more scores of 3 or higher. This performance supports Kalaheo's recognition by the Washington Post High School Challenge Index for effectively preparing students for college, and U.S News and World Report's ranking of Kalaheo among the best high schools in the nation in 2014 and 2015.

✓ Data Updated Oct 1, 2015, Report Run Nov 9, 2015

**Kalaheo High School (120143)**

**% of Total AP Students with Scores 3+**



	2011	2012	2013	2014	2015
<b>Kalaheo High School (120143)</b>					
Total AP Students	118	143	134	143	166
Number of Exams	203	210	195	211	251
AP Students with Scores 3+	66	89	72	106	106
Total AP Students with Scores 3+	55.9	62.2	53.7	74.1	63.9
<b>Hawaii</b>					
Total AP Students	6,537	7,037	7,446	7,498	8,271
Number of Exams	10,306	10,940	11,436	11,702	13,168
AP Students with Scores 3+	3,637	3,611	3,720	4,001	4,356
Total AP Students with Scores 3+	55.6	51.3	50.0	53.4	52.7
<b>Global</b>					
Total AP Students	1,982,133	2,106,843	2,225,625	2,352,026	2,486,270
Number of Exams	3,475,395	3,714,079	3,955,410	4,199,454	4,498,991
AP Students with Scores 3+	1,193,662	1,295,051	1,354,800	1,442,136	1,509,831
Total AP Students with Scores 3+	60.2	61.5	60.9	61.3	60.7

### Graduation Rate

According to data indicated in the *School Status and Improvement Report* (2014-15), approximately 97.4% of Kalāheo seniors have completed high school during each of the last three years. The school dropout rate decreased from 10.9%% in 2011-2012 to 9.7% in 2014-2015.

**Table 20: Graduation Rate** (*School Status and Improvement Reports, 2011-2015*)

<b>Category</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Total Number of Seniors	184	173	179	195
Diploma Graduates	95.1%	98.3%	98.9%	97.4%
Individually Prescribed Certificate	0.5%	1.2%	0.0%	0.0%
School Dropouts	10.9%	11.4%	8.7%	9.7%
Total School Completers	95.7%	99.4%	98.9%	97.4%
Freshmen graduation rate (students who began in SY 2010-11 & graduated in SY 2013-14)	85.6%	85.0%	87.4%	88.2%

### Post-High School Data

The college and career counselor maintains data regarding students' post-high school plans by asking students to identify their post-high school plans, including school, military, work, and other opportunities such as a business or trade school. The senior exit survey data for the class of 2014 indicates 38% of students attending a four-year university and 40% attending a two-year college. For the class of 2015, the senior exit survey data reports 31% of students attending a four-year university and 41% attending a two-year college.

**Table 21: Post-High School Plans** (*Senior Exit Plan Survey, 2012-2015*)

Plan	SY 12-13	SY 13-14	SY 14-15
School only	73%	78%	72%
Work only	10%	8%	17%
Military only	9%	10%	6%
Other	8%	4%	5%
No Response	0%	0%	0%

### College Admissions Exam Results

In 2014-2015, 96 students took the college SAT test. The mean SAT score for the Class of 2015 was five points lower in critical reasoning, 24 points lower in math, and 13 points lower in writing compared to national averages. Compared to Hawaii state averages, their mean score was three points higher in critical reasoning, 21 points lower in math, and six points lower in writing.

College entrance requirements vary among colleges and universities.

The College Board reports that the 2015 college-bound seniors' national SAT average (mean) scores were:

- Critical Reasoning: 495
- Math: 511
- Writing: 484

The 2015 college-bound seniors' state of Hawaii average (mean) scores were:

- Critical reasoning: 487
- Math: 508
- Writing: 477

**Table 22: SAT (highest score is 800):** (*College and Career Counselor*)

SY	# of students tested	Mean Critical Reasoning	Mean Math	Mean Writing
2014-2015	96	490	487	471
2013-2014	99	510	499	488
2012-2013	116	489	497	467

In 2014-2015, 194 students took the state ACT on a school day. The mean ACT (reportable) score for the Class of 2015 was .1 point above in English, equal in math, .4 above in reading, .2 above in science and .1 below in the composite score.

In the Class of 2015 ACT Profile Report, the state of Hawaii seniors' average (mean) scores were:

- English: 17.2
- Math: 18.9
- Reading: 18.6
- Science: 18.4
- Composite: 18.5

**Table 23: ACT (highest score is 36): (College and Career Counselor)**

College readiness benchmark scores: English = 18; Math = 22; Reading=22; Science=23

SY	# of students	Ave. English	Ave. Math	Ave. Reading	Ave. Science	Ave. Composite
2014-2015 (Class of 2015)	194	17.3	18.9	19	18.6	18.6
2014-2015 (Statewide -11th)	203	17.8	18.2	19.5	18.5	18.6
2013-2014 (Class of 2014)	173	18.5	19.7	20.7	19.4	19.7
2013-2014 (Statewide -11th)	189	17	18.8	19	18.4	18.4
2012-2013 (Self-select)	66	19.4	20.9	20.4	20.7	20.5
2012-2013 (Statewide)	162	18	19.6	20.1	19	19.3

### Scholarships

The total monetary figure reflects the scholarships accepted by the student, not the total amount or the number of scholarships offered to individual seniors. Scholarships awarded following graduation are not recorded. The number of scholarships received reflects a positive measure of student achievement and school performance. Scholarship sources include local and mainland agencies as well as local and mainland colleges and universities.

**Table 24: Scholarships Received by Graduates (College and Career Counselor)**

	% of graduates submitting scholarship awards	Amount:
Class of 2015	20% (36 out of 192)	\$2,243,663
Class of 2014	19% (35 out of 182)	\$4,661,845
Class of 2013	25% (42 out of 170)	\$3,087,534

**Table 24: Scholarships Received by Graduates (College and Career Counselor)**

	% of graduates submitting scholarship awards	Amount:
Class of 2015	20% (36 out of 192)	\$2,243,663
Class of 2014	19% (35 out of 182)	\$4,661,845
Class of 2013	25% (42 out of 170)	\$3,087,534



# Chapter II: Progress Report



## **CHAPTER 2: PROGRESS REPORT**

In June 2010, Kalāheo was awarded an accreditation period of six years with a mid-term review. The WASC 2010 self study recommendations stated that Kalāheo address three Schoolwide Critical Areas for Follow-Up (page 29 of VC report):

1. Increase alignment of curriculum, instruction and student engagement with the Hawaii State Assessment.
2. More effective PLC process including feedback tied to outcomes and goals during collaborative sessions.
3. Train all staff to analyze assessment data to take full advantage of its capabilities, and the use of common formative assessment data and its use for effective instruction.

In October 2010, Kalāheo departments(home groups) met to discuss the Academic Plan. Specifically, they discussed the alignment of the three major recommendations/critical areas for follow-up outlined in the WASC accreditation report and the state's strategic plan. The greatest needs were aligned with the WASC recommendations and the state strategic goals. These goals focused on fostering a school-wide commitment to:

1. improve student achievement through a standards-based education,
2. provide comprehensive support for all students, and
3. continuously improving performance and quality.

The specific goals included:

1. use of formative instruction and assessment (Assessment for Learning initiative)
2. utilizing a database system to record student progress and inform instruction
3. provide professional development designed with the Effective Cycle of Instruction and Response to Intervention (RTI)
4. support Learning Team collaboration by engaging data teams in the Plan, Do, Check, Act cycle
5. use effective communication within the school and with the community the school serves

### **Critical Areas for Follow Up progress:**

1. Increase alignment of curriculum, instruction and student engagement with the Hawaii State Assessment.
  - 2013 HSA, 2014 Bridge (Hybrid), 2015 (SBA)
  - HSA has been updated to reflect common core shift
  - 2013 was the last year of HSA: The achievement gap between at-risk and not at-risk students was significantly reduced through targeted interventions in math. Because of this concerted effort, Kalaheo High School was ranked first among the Hawaii state public high schools on the strive hi performance rating.
  - All courses and departments have developed and utilized pacing guides aligned to Common Core State Standards and HCPS III. During the past three school years Kalaheo has adhered to the scheduled conversion to common core standards. Math and Language Arts teachers have implemented the common core standards utilizing state selected curriculum. Other content areas have been utilizing the HCPS III for content standards. Common Core literacy standards are used in the writing initiative in all departments.
  - All departments analyze common assessments data to identify student needs and plan effective instructional strategies.

- All content teachers have made considerable effort to develop common assessments. In 2012, each department identified instructional strategies, assessments, and targeted interventions for all students. At the beginning of 2012-13, departments selected goals for student success and developed a plan to show progress in student achievement as measured by common course assessments administered each quarter.
- Teachers have received professional development in Response to Intervention (RTI) and Differentiated Instruction
- There is intentional targeting of students' deficits in mathematics given the present levels of performance on standards-based assessments.
- Advanced Placement Psychology and Environmental Science have been added to the AP course offerings. AP World is offered in the tenth grade.
- The Kalaheo complex K-12 writing initiative began two years ago and focuses on evidence-based writing. Advanced Placement inspired the standard of rigor for literacy. The selected curriculum is published by the College Board and the rubrics for writing from that curriculum support both ELA and Social Studies.
- Career & Technical Education (CTE)

The CTE curriculum is developed with a focus on real world application in order to increase rigor and relevancy through project based learning in a career pathway that the student is interested in. The CTE department at Kalaheo also offers a variety of co-curricular opportunities for students to gain additional experience out of classroom time by creating news video pieces for Hiki No (student news series on PBS), competing in the national Student Television Network convention, participating in the state's CTE Performance Based Assessment and in various challenges across the state.

Since the last accreditation visit the Kalaheo CTE program has expanded with two new programs of study. In the 2014-2015 school year, Kalaheo offered its first graphic design tech and this school year, 2015-2016, Kalaheo is starting a Natural Resources Pathway with three full classes and a wait list. There has also been a steady increase in CTE completers at Kalaheo High School with 15 CTE completers in 2008-2009 to 70 for the school year 2013-2014. This shows an increase of over 366% in CTE completers over the last 5 years.

During the 2014-2015 school year, Kalaheo's CTE program joined the Windward District Academy for Career and Technical Education. This CTE structure was realized and developed by CTE District Resource Teacher and now includes a team of the high school CTE coordinators in the district. The Academy is a vehicle for teacher support in which industry professionals and teachers have the opportunity to collaborate on curriculum, classroom needs, and how to make connections between school and career relevant to students.

One of the outcomes of the Academy structure is the transition for the CTE coordinator to focus on their new role as CTE academic coach for the CTE teachers. In the summer of 2015, Windward District CTE applied and received a grant to support Kalaheo's CTE coordinator to become a full-time coordinator and receive training to become a CTE academic coach. The CTE academic coach plays a vital role in supporting the District CTE focus areas of curriculum support, academic integration, community partnerships, and K-12 vertical articulation. The CTE academic coach, as a member of the District CTE, plays an integral role in the continual development of the Windward CTE Academy. In this first year, Kalaheo's CTE academic coach has been involved in a variety of trainings, coaches planning meetings, administrative conferences, CTE teacher coaching conferences, classroom visits, planned teacher professional development workshops and conducted student focus groups.



2. More effective PLC process including feedback tied to outcomes and goals during collaborative sessions.
  - The Instructional Leadership Team (ART), comprised of cross curricular teachers and administrators, target instructional strategies and collect and analyze data results. The team currently meets weekly to discuss student progress, professional development needs, and interventions being planned and implemented.
  - Data teams, meeting by common course, collect and analyze common assessment data to inform instructional practices.
  - The bell schedule accommodates student learning and teacher collaboration time. The data team process is supported through a five-on-seven class period structure enabling teachers to have a floating preparation period and a non-instructional period (NTP). This NTP can be used for collaboration and/or conferences. The schedule provides for a weekly collaboration period common course data team meetings.
  - The academic coach annually coordinates professional development to address implementing best practices, articulating common course pacing guides, standards-based curriculum, effective instructional strategies (Differentiation/RTI), and the cycle of instruction..
  
3. Train all staff to analyze assessment data to take full advantage of its capabilities, and the use of common formative assessment data and its use for effective instruction.
  - The ILT and faculty have received professional development on identifying key issues related student learning, setting measurable goals, then collecting and analyzing data to improve and strengthen practices.
  - A transition to the Academic Review Team process has enabled the ILT to facilitate discussions among the departments on their collection and analysis of data, and to inform and improve professional practice and student learning.
  - The ART is the primary overseer of the school wide action plan, student outcomes and achievement goals for each department. The ART continues to analyze school-wide achievement data and use the information to identify interventions, actions, and professional development needs as well as, monitor progress of school wide SMARTe goals.
  - Data teams have developed common course assessments, both formative and summative. Data teams analyze these assessment results to adjust instruction. The master schedule is arranged to accommodate common-course teachers to meet once per week during a non-teaching period.
  - All department goals are focused on the school's SMARTe and College and Career Readiness goals: 1.) All students will be proficient or show growth as an effective writer as evident by our common grade-level rubrics and implemented in all content areas by the end of the academic year and measurable by data from the Language Arts Department's synthesis essay common assessment. 2.) All students will pass their summative assessments in their courses.
  - Each department has a developed plan to show progress in student achievement measured with common course assessments administered each quarter, as evidenced in department binders.



# Chapter III: Student and Community Profile Summary



## **CHAPTER 3: STUDENT/COMMUNITY PROFILE – OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA**

### **Implications of the Data (with respect to student performance)**

- Since the last accreditation, the school implemented school-wide writing initiative, offered after-school tutoring (math) and studyhall, implemented the state-approved math and language arts curriculum, and offered additional support via pull-out exercises for struggling students (math).
- Professional development designed by the school and provided to all teachers, walkthroughs completed by administration and colleagues, and data teams focused on identifying instructional strategies to increase proficiency have contributed to the rigor in instruction.
- HSA has been updated to reflect common core shift : 2013 HSA, 2014 Bridge (Hybrid), 2015 (Smarter Balanced Assessment- SBA)
- Reading scores have remained in the 77-80% range until SY 2014-2015 when there was a change in assessment (SBA) and reading scores were at 57%.
- 2013 was the last year of HSA: The achievement gap between at-risk and not at-risk students was significantly reduced through targeted interventions in math. However, the targeted interventions which followed school year 2013 did not produce the same results nor was the data from such interventions recorded and analyzed consistently. However, in SY 2014-2015 the scores decreased to 29% . The disadvantaged and Asian/Pacific Islander groups did not meet proficiency with scores of 17% and 26% respectively. Once again, this school year, there is intentional targeting of students' deficits in mathematics given the present levels of performance on standards-based assessments.
- AP students have outscored the state, national, and global scores over the last five years.
- The current data team structure requires teachers to collaborate weekly, analyze student data, and implement instructional strategies to help students make connections to big ideas while strengthening skills.

### **Critical Academic Needs**

- Student achievement data indicate that the school needs to continue working on improving the reading and math achievement levels of all students, especially in math. Additional support is required to ensure English Language Learners and special education students receive the necessary services and supports to increase achievement.
- According to the school data, the math department needs support with curriculum, instruction and assessment in order to improve students' proficiency.
- Based on the school data, teachers will continue to receive professional development specifically aimed at specific content areas, RTI strategies, and enhancing student engagement, especially with the 1:1 approach and writing initiative.
- Kalāheo needs to closely monitor the inclusion program to ensure all Special Education and ELL students are receiving appropriate supports to successfully engage in rigorous and relevant learning experiences.
- Given that there is a disconnect between state assessment scores and students' college preparatory experience (AP and ACT scores, college going rate), the ART needs to identify the necessary academic supports by consistently analyzing school-wide data

**Questions Raised by the Data**

- How does the school help all students meet grade-level standards and proficiency on the SBA?
- How can the school improve the math program and teaching strategies to increase student proficiency in attaining all math benchmarks?
- How can teachers provide additional support to ensure all students meet proficiency according to the Common Core Standards?
- How can the school staff improve implementation of school-wide initiatives, like that of the 1:1 instruction approach and writing across all content areas, to actively engage and motivate students to achieve and be fully prepared for their post-high school endeavors?
- How does the school systematically identify, collect and evaluate data to determine effectiveness of implemented programs and strategies?



# Chapter IV: Self-Study Findings



## CHAPTER 4 – SELF STUDY FINDINGS

### A. ORGANIZATION

**To what extent has the school established a clear statement of vision and mission (purpose) based on student needs and current educational research?**

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

#### **A1. Vision and Mission Criterion**

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

*The Kalaheo school community engaged in a collaborative effort to revise the vision and mission statements in August 2008. The established vision and mission statements reflect the desired qualities expressed in the General Learner Outcomes as well as goals of the Hawai'i State Department of Education Strategic Plan for 2011-2018. These goals include a standards-based education, a comprehensive system of support, and a continuous cycle of improvement, which are defined further by the Academic and Financial Plan.*

#### **Vision, Mission, General Learner Outcomes, Profile, Academic and Financial Plan**

**A1.1. Indicator:** The school has established a clear, coherent vision and mission of what students should know and be able to do; the school's Academic and Financial Plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

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

#### ***SCHOOL VISION***

*Kalāheo High School is a community of learners where individuals prepare for challenges and opportunities in a diverse and global society.*

#### ***SCHOOL MISSION***

*To prepare students for higher education, future employment, and responsible citizenship.*

Findings	Supporting Evidence
<p>The established vision and mission statements reflect the desired qualities expressed in the General Learner Outcomes as well as goals of the Hawai'i State Department of Education Strategic Plan for 2011-2018. These goals include a standards-based education, a comprehensive system of support, and a continuous cycle of improvement.</p>	<p>HIDOE Strategic Plan HIDOE vision of a public school graduate GLO poster</p>
<p>The vision and mission statements and the Academic and Financial Plan are based upon Kalaheo's demographics and student/community profile data.</p>	<p>School Status and Improvement Report (SSIR) StriveHi (college going rate)</p>

**Development/Refinement of Vision, Mission, General Learner Outcomes, and Academic and Financial Plan**

**A1.2. Indicator:** The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission, General Learner Outcomes, and Academic and Financial Plan are effective.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that ensure involvement.*

Findings	Supporting Evidence
<p>After a thorough and inclusive process, the School Community Council (SCC) approved the revised vision and mission statements in December 2008. The revised vision and mission statements reflect student needs, the GLOs, the DOE strategic plan, which support the vision of a Hawai'i Public School Graduate, as well as the current Common Core State Standards.</p>	<p>Academic Plan</p>
<p>The ART uses data to develop the outline of the Academic and Financial Plan. The draft is presented to each department and the SCC for review and feedback. By consensus the faculty approves the Academic and Financial Plan. The finalized Plan is presented to the SCC and at a community meeting before being submitted to the CAS.</p>	<p>Academic and Financial Plan SCC agenda/minutes Kalaheo and HIDOE websites</p>

**Understanding of Vision, Mission, General Learner Outcomes, and Academic and Financial Plan**

**A1.3. Indicator:** Students, parents, and other members of the school community demonstrate understanding of and commitment to the school’s vision, mission, General Learner Outcomes, and the Academic and Financial Plan.

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

Findings	Supporting Evidence
<p>The school communicates the vision and mission in a variety of ways. The school vision, mission, and GLOs are explained to parents and community members at Open House , parent nights, and School Community Council meetings. GLOs are posted in almost all classrooms; integrated in PTP lesson plans and content course curricula. Teachers refer to the GLOs during lessons.</p>	<p>Kalaheo website                      student services center                      GLO posters in the classroom                      Open House agenda                      SCC agenda/minutes                      student planners</p>

**Regular Review and Revision**

**A1.4. Indicator:** The school is implementing an effective process for regular review/revision of the school vision, mission, General Learner Outcomes, and the Academic and Financial Plan based on student needs and global trends.

**A1.4. Prompt:** *Evaluate the effectiveness of the process for regular review/revision of the school vision, mission, General Learner Outcomes, and the Academic and Financial Plan.*

Findings	Supporting Evidence
<p>The GLO are determined by the Board of Education.</p> <p>The Academic and Financial Plan are reviewed annually.</p> <p>Kalaheo uses the vision and mission statements and GLOs to guide the development of the school’s academic and financial plan, which directs the allocation of fiscal and personal resources. Kalaheo continues to strive to realize our vision and achieve our mission.</p> <p>Kalaheo is continually adjusting the school’s academic financial plan to reflect the needs of a 21st century learner. The school has increased the use of technology in classrooms: one to one initiatives (GAFE), robotics, 3D printing, graphic design technology, etc. CTE pathways have expanded to include Design Technology, Natural Resources, and Graphic Design Tech.</p>	<p>BOE policy #4000</p> <p>Academic Financial Plan                      Minutes of meetings,                      Presentation power points.</p> <p>Academic and Financial Plan                      Course description catalogue</p>



## **Conclusions: A1. Vision and Mission Criterion**

### **Strengths**

- The school's vision and mission, the GLOs, and the state strategic plan are reflected in the goals of the academic and financial plan.

### **Areas of Growth**

- The vision and mission statements need to be clearly communicated to the entire school community on a regular basis, perhaps through televised morning announcements, by displaying them on posters in every classroom, posting in the front office and in other common areas.
- A process for regular review of the school purpose and the GLO's is required to ensure that all student needs are met.
- The staff needs to ensure GLO posters are clearly posted in every classroom as part of the essential print environment.
- Teachers need to consistently utilize the GLO's as part of their lessons and having students need to explicitly use the GLO's in the assessment of their own work.

## **A2. Governance Criterion**

The school's program and operations are in alignment with the a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education. Tri-level leadership (state, complex area, school) provides oversight and support for the successful implementation of the school's Academic and Financial Plan.

*The policies and procedures from the Complex Area Superintendent and the State Superintendent (governing authorities) support the school's purpose and the achievement of the CCSS and GLO's. Kalaheo is provided with compliance requirements and Strive HI indicators that it needs to achieve and is tasked with the development of the Academic and Financial Plan to address these requirements as well as meet the needs of the students and school community. Kalaheo's Academic and Financial Plan are working documents which outline the school's goals and priorities related to academic achievement. School community stakeholders, led by the school administration, collaborate in the development and annual review of the strategic and academics plans. After school staff, community, and parents provide input and revision recommendations, the CAS approves the plans. The Complex Area Superintendent has reviewed and approved the school's current Academic and Financial plan.*

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

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

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

### **Relationship Between Governing Authority and School**

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

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

### **Faculty, Staff, and Governing Authority**

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

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

Findings	Supporting Evidence
<p>The school’s strategic and academic and financial plans are working documents which outline the school’s key goals and priorities related to academic achievement. These plans, which must reflect the State Strategic Plan (3 goals and 6 priority strategies), guide all of the programs and initiatives being implemented to support student achievement.</p> <p>Teachers receive the Opening of the School Year packet and administration reviews important compliance documents with the faculty and staff at the start of each school year so all are aware of DOE and school policies and procedures.</p>	<p>Strategic,academic, and financial plans  HIDOE website  <a href="http://www.hawaiipublicschools.org">www.hawaiipublicschools.org</a>  State Strategic Plan</p> <p>Opening of the School Year packet with memos and compliance training conducted at the start of each school year as required by the Hawaii State Department of Education.</p>

**Conclusions: A2. Governance**

**Strengths**

- The annual Academic and Financial Plans are aligned with the Hawai’i DOE Strategic Plan.
- The school’s purpose and procedures meet current state requirements and support student achievement of the General Learner Outcomes and CCSS.
- An annual, inclusive process that allows for the development, review, and sharing of the School Academic and Financial Plan is currently in place.

**Areas for growth**

- Enhance communication of the progress of the School Academic and Financial Plan to all school community stakeholders by posting progress reports related to the plan on the school website.

### A3. Leadership and Staff Criterion

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

*Kalaheo’s school leadership team /academic review team (ART) has begun to analyze and share relevant student achievement data with the faculty and staff. This informative process enables the school community to make major decisions about academic programs and adjustments to instructional practices. The leadership team helps to initiate and monitor activities that focus on helping all students become proficient in meeting the GLOs and academic standards. The common course pacing guides and common assessment data help to direct curriculum and instruction. The common course data teams analyze assessment data to identify root causes and needed interventions for students not meeting academic proficiency.*

#### Broad-Based and Collaborative Planning Process

**A3.1. Indicator:** The school’s planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.

**A3.1. Prompt:** *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.*

#### Correlation between Student Learning and the Academic and Financial Plan

**A3.2. Indicator:** The analysis of student achievement data guides the school’s Academic and Financial Plan.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement data, General Learner Outcomes, and academic standards are incorporated into the Academic and Financial Plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
The Academic and Financial Plans are collaboratively developed annually by all departments, staff, the leadership team, and the SCC to make revisions and alignment to school improvement and student achievement needs. The AcFin is used as a guideline and referred to in planning all professional development and school initiatives.	AcFin Leadership Team Meeting Minutes Department Minutes
The leadership team requires faculty and staff participation and accountability through the Data Team process and input in developing the Academic and Financial plan.	Data team agenda/minutes Data binders ART minutes
Needs Assessment is on-going to inform curriculum, instruction and student supports decisions as reflected in the plan.	End of Course Exam Data SBA Course summative assessments Lexile scores ACT data Common course assessments

### Correlation Between All Resources and the Academic and Financial Plan

**A3.3. Indicator:** There is correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the Academic and Financial Plan.

**A3.3. Prompt:** *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Academic and Financial Plan.*

Findings	Supporting Evidence
<p>The Hawai'i State Department of Education (DOE) has a uniform system for resource allocation and accounting; individual schools determine how state funds will be utilized. Fiscal and personnel allocations are largely based on the projected student enrollment and the Weighted Student Formula (WSF) which distributes funds based on individual student needs. The DOE budget is prepared by the Superintendent and the Board of Education and funded by the state legislature. Upon release of funds by the governor, resources are distributed to the DOE then allocated directly to schools.</p>	WSF information
<p>The Complex Area Superintendent (CAS) approves the AcFin and its enabling activities. In any school budget, personnel costs take up over 90% of the available resources leaving a relatively small percentage of the total budget to address students and school needs. This requires the school to make budgetary decisions that meet the greatest needs or have the greatest impact. At Kalāheo, the focus is on student achievement of standards and attainment of the GLOs. The budget process requires that resources be allocated with consideration of the following: standards-based education, quality student support, staff support, and school operations.</p>	Academic and Financial Plan
<p>The budget process at the school is a collaborative effort. Each fall the Principal informs the faculty of the funds that will be available for the upcoming school year and provides budgetary allocations to the department chairs and program coordinators. Instructional supplies, textbooks, and equipment needs are analyzed and prioritized by the departments that then submit a budget request to the principal.</p>	ART/OLT meeting minutes Budgeting process timeline email from Administration to department heads
<p>The schedule provides teachers within a data team with a common non-teaching period to develop/maintain pacing guides, discuss curriculum, data, and instructional practices. The pacing guides ensure that teachers are covering information aligned with the Hawai'i Standards. Rubrics assess whether the students understand the benchmarks. The teachers also use the time to analyze student data and delve deeper into CCSS and GLOs.</p>	Master Schedule Data team binders/folders Agenda/schedule of extra contracted 21 hours of PD School Calendar Academic Coach's weekly meeting reminders Complex PC days
<p>Designated teaching positions for an academic coach and testing coordinator in order to support teachers exists.</p>	Academic coach interview

### School Community Council

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

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

Findings	Supporting Evidence
SCC reviews the Financial Plan in December and the Academic Plan in February.	SCC Minutes

### Conclusions: A3. Leadership and Staff Criterion

#### Strengths

- Kalaheo’s academic and financial plan are used as the guidelines for decisions related to student achievement progress and related activities.
- The academic and financial plan provides guidance in the acquisition of financial and professional resources to support teacher efforts toward students’ achievement of the standards, including the implementation of a bell schedule that provides collaboration time to discuss curriculum standards, pacing guides, lessons and rubrics alignment, and develop common formative/summative assessments.
- The Academic and Financial plan drive all financial allocations. The school is flexible with expenditures when new needs arise.
- Decisions and input from faculty are communicated through Lotus Notes and at meetings.

#### Areas for growth

- Continually review the effectiveness of the established decision making and communication processes to ensure that all school community stakeholders understand their input in decisions and are aware of initiatives and student progress.
- Teachers need continuous time allocated for understanding and clarity of budgetary decisions (funding lapses, PO procedures, etc.).

**A4. Leadership and Staff Criterion**

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

*Kalaheo follows guidelines to ensure highly qualified teachers and works with non-HQ teachers to develop a professional development plan. Teachers are supported with training, including mentoring of new teachers by the district. Kalaheo needs to develop a school-based program for induction and mentoring as well as, update the staff handbook to ensure clarity of requirements.*

*Currently, the ART and OLT meet to address focused areas of improvement. There is a need to develop a more formal system to effectively monitor the implementation of professional development practices.*

**Employment Policies and Practices**

**A4.1. Indicator:** The school has clear employment policies and practices related to DOE qualification requirements of staff.

**A4.1.Prompt:** *Evaluate the clarity of employment policies and practices related to DOE qualification/statutory requirements.*

Findings	Supporting Evidence
At present, 94.4% of Kalāheo teachers are fully licensed. Teachers working toward achieving highly qualified status are supported by the Windward Complex Peer Mentoring Program with a consulting teacher who provides ongoing individualized support to each non-highly qualified teacher as they work toward meeting all the HQT requirements.	Teacher certification and licenses NCLB HQ teacher lists

**Qualifications of Staff**

**A4.2. Indicator:** The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

**A4.2. Prompt:** *Evaluate the procedures to ensure all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.*

Findings	Supporting Evidence
Hawai'i Teacher Standards Board (HTSB) monitors teachers' licensing throughout the school year. Without a current license, teachers are not considered Highly Qualified (HQ).  ELA teachers engage in Springboard Training for language arts 9-12 to ensure quality student learning and teaching.	HTSB website Teachers' Licenses  Springboard Training, Materials, Agenda, and Registration on PDE3 Springboard Trainer available on campus

<p>The mathematics department utilizes the UH Common Core Curriculum for Algebra 1 and Algebra II ensuring quality student learning and teaching.</p>	<p>UH Common Core Curriculum</p>
<p>The State Professional Development Credit Program through its Professional Development Empower, Educate and Excel (PDE3) System provide ongoing professional development courses and training for teachers to ensure highly qualified status and provide continual professional development on a voluntary basis.</p>	<p>Highly Qualified report</p>
<p>Effective Educator System implementation provides training and coaching to all teachers with focus on individual professional development</p>	<p>Teachers' EES binders and plans</p>

**Maximum Use of Staff Expertise**

**A4.3. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

**A4.3. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.*

Findings	Supporting Evidence
<p>New Teacher Mentoring - Administrators and Department Chairs meet with new teachers at beginning of school year; Department chairs support new department members with orientation to operations and support with data team processes throughout the school year</p>	<p>Department Operations Minutes Data Team Minutes</p>
<p>New Teacher Training provides new employees with introductory information to Department of Education policies and teacher responsibilities.</p>	<p>New Teacher Training materials and summary reports</p>
<p>Teachers are placed in their area of expertise for which they are highly qualified.</p>	<p>Master Schedule</p>



### Defining and Understanding Policies and Procedures

**A4.4. Indicator:** The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and faculty.

**A4.4. Prompt:** *Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and faculty. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Opening of school year mandatory orientation meeting before students begin school year requires that teachers watch compliance videos and review materials in order to ensure clarity and understanding of all Department of Education, Board of Education, and school policies by administration and faculty.	Opening Packet sign-in forms
The school has an antiquated Teacher Handbook requiring major revisions. OLT is in the process of updating this handbook.	OLT Minutes Old Teacher Handbook

### Internal Communication and Planning

**A4.5. Indicator:** The school has effective structures for internal communication, planning, and resolving differences.

**A4.5. Prompt:** *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
ART/OLT functions to communicate between department members and administrative team.	ART/OLT/Department Ops. minutes
Administrators and department heads are assigned to departments for support and for resolving differences.	Assignment of duties and responsibilities for administrators sheet
Staff utilizes Lotus Notes and Google Apps for Education in order to facilitate communication and collaboration.	Lotus Notes and Google Apps for Education training documents
Common Non-Teaching Periods for Data Team allow for collaboration and planning.	Data Team Minutes Master Schedule
Department and Faculty meetings allow for dissemination of information and collective decision making.	Department Operations Minutes Faculty Meeting Agendas/Powerpoints

**Staff Actions/Accountability to Support Learning**

**A4.6. Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**A4.6. Prompt:** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
<p>Data team procedures allow teachers to be involved in shared responsibilities, actions and accountability to support student learning throughout all programs.</p> <p>Academic coach provides support to individual teachers and teams. Academic coach also provides training for implementation of EES components. Academic coach facilitates Instructional Leadership Team tasks.</p>	<p>Data team binders</p> <p>Administration and colleague observations</p> <p>Classroom check-ins/walkthrough</p> <p>Classroom Check-ins</p> <p>Peer Coaching</p> <p>Extended Meeting Trainings</p>

**Evaluation of Existing Processes**

**A4.7. Indicator:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on quality teaching and student learning.

**A4.7. Prompt:** *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on quality teaching and student learning?*

Findings	Supporting Evidence
<p>The ART meets weekly to address student achievement needs, and evaluate assessment data. Members analyze data, discuss goals, identify professional development needs and plan how to meet goals. Leadership team supports and monitors school initiatives through their collaboration with data teams and in department meetings.</p> <p>Kalāheo ART collaborates with the school to guide curriculum efforts and assist in developing common school-wide practices for student academic success and personal growth. The ART supports the school by conducting walk-throughs and meeting with teachers and departments weekly. The ART provides onsite professional development training for teachers, help with analyzing data, meeting with teachers for peer check-ins, and giving feedback to the administrator and coordinators.</p>	<p>ART minutes</p> <p>ART meeting minutes</p> <p>Check in forms</p> <p>Walkthrough forms</p> <p>PD sign-in sheets</p> <p>Assignment of duties and</p>

<p>Administrative team monitors and supports individual data teams and assigned departments. Each Administrator is responsible for supporting assigned teachers in developing and implementing their individual professional development plan (IPDP) that is aligned with the school academic plan initiatives.</p>	<p>responsibilities for administrators sheet PDE3 documentation School-wide IPDP</p>
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**Conclusions: A4. Leadership and Staff Criterion**

**Strengths**

- Professional development is aligned to the school’s Academic/Financial Plan.
- Teachers have been trained in a variety of best practice teaching strategies to engage students and support student achievement of the benchmarks.
- The process of observations during walk-throughs, helps in identifying teaching strengths and needs, and support is provided via coaching conversations.

**Areas for growth**

- Develop an effective program for induction of new faculty and staff to ensure a smooth transition in implementing school-wide initiatives.
- Develop procedures for assessing the effectiveness of professional development opportunities to ensure that these activities are effective in achieving the desired teaching and learning outcomes.
- Provide explicit training for peer observation and time to provide constructive feedback.

**A5. Leadership and Staff Criterion**

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

*Kalaheo engages in professional development opportunities, such as differentiated instruction, RTI, ELL literacy strategies, higher order thinking questions, and the effective cycle of instruction were provided to help support the staff in increasing student achievement and enhance instructional strategies. Regular evaluation of the professional development is necessary to determine effectiveness of professional development/learning opportunities.*

*During data teams and department meetings, teachers collaborate and share effective instructional strategies, develop common course pacing guides, analyze student achievement data, and develop valuable and common summative and formative assessments.*

**Support of Professional Development**

**A5.1. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the General Learner Outcomes and academic standards.

**A5.1. Prompt:** *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
Professional development needs are identified from student data results and aligned with school goals and the Academic and Financial Plan. <ul style="list-style-type: none"> <li>● Danielson observations indicated the need for training and focus on higher order questioning and discussion techniques (DOK 3/4).</li> <li>● The writing initiative was implemented from student data that showed our students were not proficient in evidence-based writing.</li> <li>● RTI strategies were not being consistently implemented so training and support were included in the Academic Plan.</li> </ul>	ART meeting minutes Tripod school report EES teacher feedback Strive HI results Data Team Binders

**Supervision and Evaluation**

**A5.2. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A5.2. Prompt:** *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
The Administrative Team and the teachers are implementing the Effective Educator System with fidelity.	SLO/EES binders PDE3 Principal-directed professional development plans

**Measurable Effect of Professional Development**

**A5.3. Indicator:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

**A5.3. Prompt:** *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence how professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>The faculty has participated in professional development opportunities related to instructional strategies that increase student engagement and benefit diverse learners. Teachers are currently working on the development of rigorous and relevant lessons incorporating RTI strategies.</p>	<p>Academic Financial Plan Extended meeting sign-in sheets PD sign- in sheets Sample Lesson Plans for RTI</p>
<p>All courses and departments have developed evidence-based writing assessments and rubrics, which includes a school-wide grammar rubric (CUPS).</p>	<p>Department common formative/summative assessments Common evidence-based writing assessments Rubrics CUPS rubric SLO Record Sheet samples</p>
<p>All teachers follow a pacing guide based on the CCSS/HCPS III and GLOs. Pacing guides are revisited annually to help build consistency in common subjects. Collaboration with common course teachers in departments builds high quality curriculum as teachers use strategies to scaffold and spiral lessons for all students.</p>	<p>Pacing guides</p>
<p>Teachers meet weekly in data teams to discuss curriculum and analyze student data.</p>	<p>Data Team minutes Sample assessments</p>
<p>Administrators and ART members conduct walk-throughs to make observations on the print environment, teaching instruction, best practices, and student engagement. Coaching conversations with the teachers can occur after walk-through visits. Walk-through data collected helps identify professional development needs and monitors CCSS/HCPS III implementation as well as school-wide initiatives.</p>	<p>Walk-through form</p>

## **Conclusions: A5. Leadership and Staff Criterion**

### **Strengths**

- Leadership provides opportunities for professional development through planning and collaboration days and incorporating collaboration time during the school day with NTPs in Master Schedule.
- Regular administrative and peer walk-throughs supports teacher implementation of a rigorous and relevant standards-based curriculum, and encourages teacher participation and shared accountability for student learning.
- Teachers had an opportunity to provide feedback during the creation of the administrative and peer walk-through forms. The walk-through process affords the opportunity to engage in administrative and colleague coaching conversations intended to support best teaching practices.

### **Areas for growth**

- Implement standard procedures for assessing the effectiveness of professional development.

## A6. Resources Criterion

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

*School funding is determined by the DOE system of Weighted Student Formula (WSF). The school determines the utilization of resources based on the Academic Plan. Resources are used to support students in becoming proficient in meeting the GLOs and achievement standards. Supplemental resource allocations are decided by the principal, and department expand their budget at the discretion of its members. Some faculty members are unclear on the complexity of the budgetary process.*

*The school community has created a safe, clean, healthy, and orderly learning environment. School facilities have been improved through landscaping, painting, and other projects. Parent groups have contributed time, energy, and funds for campus improvements. The custodial staff has participated in training sessions to improve the daily upkeep of facilities and grounds. Security personnel have been trained to effectively address emergencies and monitoring the campus. Within the limits of the school staff and budget, programs address students' personal and learning needs. Consistency of training (custodial, room cleaners, security) and more opportunities for community involvement will contribute to an environment conducive to teaching and learning.*

*The Kalāheo community is aware that a school culture of trust, caring, professionalism, high expectations for all students, and a focus on continuous school improvement is important to realize the vision and achieve the mission of the school. Changes in personnel, leadership structure, and new initiatives designed to enhance student achievement, as well as satisfy DOE and federal mandates, have challenged faculty and staff. The school continues to enhance its communication processes, improve upon use of time and resources efficiently, and foster a culture of trust, caring, and professionalism among all role groups.*

### Allocation Decisions

**A6.1. Indicator:** Decisions about resource allocations are aligned with the school's vision, mission, General Learner Outcomes, the academic standards, and Academic and Financial Plan. The school leadership and staff are involved in the resource allocation decisions.

**A6.1. Prompt:** *To what extent are resources allocated to meet the school's vision, mission, General Learner Outcomes, the academic standards, and Academic and Financial Plan. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Kalāheo school level budget allocation process begins with the creation of the school's Academic and Financial Plan that is developed with input from all stakeholders through the leadership team, the faculty/staff of the school, and the School Community Council.	Academic and Financial Plan

## Practices

**A6.2. Indicator:** Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including protection against mishandling of institutional funds.

**A6.2. Prompt:** *Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including protections against mishandling of institutional funds.*

Findings	Supporting Evidence
Accounting records are maintained with the Department of Education's Financial Management System (FMS). Documents for the school's transactions (purchase orders) are kept at the school. The DOE vouchering section verifies proper procedures before purchasing of school supplies, providing per diem, procuring substitutes, and other expenditures. In addition to FMS, the school maintains non-appropriated, student activity funds (SAF). These accounts are for all monies collected from students (class dues, student body fees, yearbooks, uniforms, etc.). All monies collected are receipted and use of these funds by the account bearer must be approved by the administration.	Program and department budget request sheets Account receipt books

## Facilities Conducive to Learning

**A6.3. Indicator:** The school's facilities are adequate to support high-quality learning.

**A6.3. Prompt:** *To what extent do the facilities support high quality learning?*

Findings	Supporting Evidence
Kalaheo has designated facilities for certain programs such as Career Technology Education (CTE), Fine Arts, Science, and Hybrid Learning: CTE, hybrid learning labs, culinary facility, darkroom for photography, building and construction workshop, 3-D printer refurbished science labs	Classrooms Syllabi Teacher/student interview



**Safe, Functional, Well-Maintained Facilities**

**A6.4. Indicator:** The school’s facilities are safe, functional, and well-maintained.

**A6.4. Prompt:** *To what extent are the facilities safe, functional, and well-maintained?*

Findings	Supporting Evidence
<p>The absence of a head custodian for several years impacted adequate supervision of custodial staff. In 2015 a permanent head custodian was hired. The vice principal in charge of custodians has provided guidance with leadership and supervision of a team, establishing weekly meetings, regular communication between the custodial staff and administration as well as, creating schedules to ensure expectations of the job are not overlooked. Monitoring of classroom maintenance has been established because of a shortage and high turnover of classroom cleaners.</p>	<p>Custodial team meeting minutes Supervising Vice Principal’s observations</p>
<p>Security, custodial, and cafeteria staff members maintain an orderly, safe, and clean campus. They all meet basic state qualifications and expectations for job performance. Two members of the current security staff have ten or more years of service at Kalāheo; their familiarity with the campus, procedures, and the student population are very beneficial. Because of decreasing lunch counts, the cafeteria staff has lost personnel and continues to make necessary adjustments to serve students as efficiently and effectively as possible.</p>	<p>Performance Appraisal System (PAS) evaluations Cafeteria lunch count data Supervisor observations</p>
<p>The safety plan is in line with state requirements and includes procedures for responding to emergencies. The school is in compliance with all emergency drills: quarterly fire drills, annual campus evacuation, shelter-in-place, and lockdown. A safety vest, and red binder with emergency plans and expected teacher responses are distributed to each teacher and staff member. Prior to the off-campus evacuation, teachers and staff are trained for specific responsibilities.</p>	<p>School safety plan Fire inspection reports Emergency binders</p>
<p>The safety committee is comprised of an administrator, head custodian, school safety manager (vacant position at this time), school food services manager, health aide, science teacher, and a Career-Technical Education teacher. The committee meets quarterly to assess security, health concerns, and the safety of the physical plant. All minutes are submitted to the DOE’s Safety and Security Section. Additionally, an annual school inspection is</p>	<p>School safety committee reports, checklists, and minutes School inspection reports Accident and injury data</p>

<p>organized by the vice principal in charge of facilities. Data is collected and submitted to the health aide on student and faculty/staff accidents and injuries resulting from physical education or athletic participation.</p> <p>A new Bell/Phone System has been installed in 2015 to facilitate communication of emergency situations and other relevant information. This campus-wide system promotes a safe learning environment.</p> <p>Emergency and major announcements are communicated to students, faculty and staff via the Kalāheo Emergency Broadcast System (phone system audio) and closed-circuit Morning News broadcasts.</p> <p>The health aide maintains health records and data, including immunizations, health room visits, and follow-up actions.</p> <p>The discipline plan and Chapter 19 booklet are included in start-of-the-year packets for both students and teachers. As appropriate throughout the school year, the plan is referenced by administrators and other school personnel when dealing with disciplinary issues.</p>	<p>Bell/Phone System</p> <p>Saved synervoice messages Mustang news</p> <p>Health room data/ records</p> <p>School discipline plan Discipline reports Chapter 19</p>
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### Instructional Materials and Equipment

**A6.5. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

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

Findings	Supporting Evidence
<p>Funding is based on prioritized needs as reflected in the Academic Plan. For example, hybrid lab, 1:1 initiative for grade 9, new textbooks for multiple AP classes.</p> <p>Department heads are responsible for department inventory of textbooks and equipment.</p> <p>The science department maintains an equipment inventory by room. The chemicals are logged in an online database called Chemventory that assists in tracking chemical amounts on hand and what is needed.</p>	<p>Academic Plan</p> <p>Updated inventory sheets (departmental, A/V, technology)</p> <p>Science Department equipment inventory, Chemventory access</p>

<p>Learning Center funds must be utilized to support the Communications Academy equipment needs.</p> <p>The CTE department acquires and maintains adequate instructional equipment and materials according to Federal accounting guidelines.</p> <p>All computer and software purchases go through the technology coordinator. The technology coordinator maintains inventory, services equipment, and trains the staff on appropriate use of technology.</p>	<p>Communications Academy inventory and P.O.s</p> <p>CTE department inventory</p> <p>Technology Plan Technology Inventory Training Agendas</p>
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**Qualified Personnel**

**A6.6. Indicator:** Resources are available to hire, retain, and provide professional development for a qualified staff for all programs.

**A6.6. Prompt:** *Determine if resources are available to hire, retain, and provide professional development for a qualified staff.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All hiring practices are dictated by the Department of Education policies.</p> <p>Department heads have been invited to participate in hiring interviews for their department’s vacant positions.</p> <p>Staff members attend required trainings, may choose to attend optional trainings, and can request to attend supplemental trainings. Substitute days may be provided for trainings aligned with academic goals.</p> <p>Academic Coach provides training for teachers: EES, ILT</p> <p>District Mentor supports new teachers with operational and instructional strategies training and mentoring</p>	<p>School list Office of Human Resources (OHR) procedures</p> <p>Past hiring interview form samples</p> <p>Sample leave forms Confirmation forms for registration for trainings.</p> <p>Training presentations School IPDP</p> <p>Mentor summary reports</p>

**Long-Range Planning and Coordination of Resources**

**A6.7. Indicator:** Long-range planning ensures availability and coordination of appropriate resources that support students’ achievement of the General Learner Outcomes, academic standards, and the priorities identified in the Academic and Financial Plan.

**A6.7. Prompt:** *Evaluate the effectiveness of long-range planning and coordination of resources.*

Findings	Supporting Evidence
<p>As an ongoing improvement process, the school’s action plan addresses the critical areas of follow-up left by the visiting committee. 1.)Increase alignment of curriculum, instruction and student engagement 2.)Develop a more effective PLC process including feedback tied to outcomes and goals during collaborative sessions 3.)Train all staff to analyze data to take full advantage of its capabilities and the use of common formative assessment data and its use for effective instruction.</p> <p>School wide educational Initiatives since the last visit:</p> <ul style="list-style-type: none"> <li>● Instructional Leadership Team</li> <li>● Data Team Collaboration</li> <li>● Formative Instructional and Assessment study with common course teachers</li> <li>● Master Schedule change for common collaboration time</li> <li>● 1:1 Chromebook initiative</li> <li>● Google Applications for Education</li> <li>● K-12 Writing Initiative</li> <li>● Grading practices more aligned and consistent with equity</li> <li>● RTI strategies consciously utilized by teachers</li> </ul> <p>Academic Additions driven by student needs:</p> <ul style="list-style-type: none"> <li>● Advanced Placement course additions; grade 10 participation in AP class</li> <li>● online learning opportunities</li> <li>● CTE additions - culinary, natural resources, design technology, graphic design</li> </ul> <p>The school addresses the StriveHI initiatives of the DOE : attendance, retention, and graduation rates</p>	<p>Academic Plan Data Team Binders Course Description Manual Master Schedule Google Apps Training agendas</p> <p>DOE StriveHI standards Academic Plan</p>

## **Conclusions: A6. Resources Criterion**

### **Strengths**

- The school community has created a safe, healthy, clean, and orderly learning environment.
- Resources are allocated appropriately to support the academic programs at the school.
- Long range goals have been accomplished and continue to be addressed.

### **Areas for growth**

- Classroom cleaning procedures need to be upgraded.
- Teacher Handbook needs to be revised and distributed to teachers.

**WASC Category A. Organization:  
Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

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

- Kalaeo’s Academic and Financial plan, aligned with the school’s vision and mission, are used as the guidelines for decisions related to student achievement progress and related activities.
- Leadership provides opportunities for professional development through planning and collaboration days and incorporating collaboration time during the school day with NTPs in Master Schedule.
- Professional development is aligned to the school’s Academic and Financial Plan.
- Teachers have been trained in a variety of best practice teaching strategies to engage students and support student achievement of the benchmarks.

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

- Implement standard procedures for assessing professional development.
- Develop and strengthen an effective school-based program for induction and mentoring of new faculty and staff to ensure a smooth transition in implementing school-wide initiatives.
- Teachers need continuous time allocated for understanding and clarity of budgetary decisions (funding lapses, PO procedures, etc.).

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

**B1. Curriculum Criterion**

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 and Financial Plan.

*At Kalaheo, students are offered a variety of courses with a rigorous, relevant, coherent, and standards-based curriculum to support their achievement of the General Learner Outcomes and the HCPS III and Common Core standards.*

*Teachers of all content areas are actively involved in the Kalaheo Complex Writing Initiative, where teachers learn and implement effective writing strategies that produce evidence-based writing.*

*Kalāheo provides its students with the opportunity to access school-wide initiatives to support individuals with school and career goals. Extra support services are provided to SPED, ELL, 504, Regular Education, college bound, and at-risk students. All students benefit from CSSS, AVID, counseling, and other available programs.*

*All special education and 504 students have a personalized learning plan to support school and individual student goals. Although small in numbers, the ELL students have individualized education plans based on their English proficiency. In school year 2009-2010, Kalāheo began the development of Career Pathways, spanning across grades ten through twelve. Kalaheo High School articulates with colleges and universities to plan and provide activities and/or programs. Kalaheo Complex K-12 Writing Initiative provides teachers in grades K-12 an opportunity to vertically articulate and align writing expectations and rubrics.*

**Current Educational Research and Thinking**

**B1.1. Indicator:** The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

**B1.1. Prompt:** *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum as needed.*

Findings	Supporting Evidence
<p>English Language Arts (ELA) department utilizes a mandatory Springboard curriculum produced by the College Board. Kalaheo currently has a qualified Springboard teacher trainer on staff.</p>	<p>Springboard training registration Trainer certificate Springboard sample text</p>
<p>The Math department pacing guide is aligned to the CCSS. Currently they are using Algebra I and Algebra II University of Hawaii provided curriculum. Math teachers create supplemental materials and common rubrics to support the instructional program. Math training to implement the curriculum is no longer provided for the UH math curriculum being utilized. New AP Calculus textbooks were purchased in school year 2015-16.</p>	<p>UH Math booklets AP Calculus textbooks</p>

<p>Teachers of all content areas are actively involved in the Kalaheo Complex Writing Initiative, where teachers learn and implement effective writing strategies that produce evidence-based writing.</p> <p>The special education department ensures the curriculum and standards used in resource classes are the same curriculum and standards used in the general education classes, with the same essential learning targets. Additionally, the special education department teachers collaborate with their general education content area data teams to ensure curriculum is implemented and pacing guide is parallel to general education classes.</p> <p>Elective courses: Physical Education, World Languages, CTE and Fine Arts use Hawaii Content Performance Standards III.</p> <p>The NJROTC uses standardized curriculum aligned to national NJROTC program goals and objectives.</p> <p>According to the 2014 School Quality Survey, 88.7% of teachers and 64.9% of parents feel Kalaheo is providing students with a standards-based learning experience.</p> <p>According to the 2014 Fall Tripod School Report, students responded positively 63% of the time to the statement regarding their teacher’s instructional practice: “I insist upon rigor - understanding, not just memorization - and your best effort.”</p>	<p>Student work samples Common rubrics CUPS rubric</p> <p>Data team minutes SLO documents</p> <p>Syllabus Pacing guides</p> <p>NJROTC syllabus</p> <p>School Quality Survey (SQS Spring 2014)</p> <p>Tripod Survey School Report (Fall 2014)</p>
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**Academic Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards for each subject area, course, and/or program.

**B1.2. Prompt:** *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program. What process is used to ensure that the academic standards and General Learner Outcomes are implemented consistently within and across grade levels or departments to ensure that the same high expectations are for all students?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The CCSS is used for Math and ELA. HCPSIII is used by other content areas.</p>	<p>CCSS for ELA and Math Syllabi</p>
<p>The same formative and summative assessments are used in common courses in general education and resource classes.</p>	<p>Pacing guides SLO documents</p>



<p>Science and Social Studies departments are preparing for the new Common Core content standards. Currently science and social studies use the Common Core ELA Standards for writing.</p> <p>NJROTC has defined program objectives and undergoes annual inspection by NJROTC Area Manager to ensure compliance with standards.</p> <p>Common weighted categories are used by teachers in the same department.</p>	<p>Common rubrics Data team minutes</p> <p>Upcoming Science and Social studies common standards Lesson plans for writing aligned to CCSS</p> <p>NJROTC Area 13 manager inspection report</p> <p>Jupiter Grades</p>
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**Congruence**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, and the General Learner Outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the General Learner Outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All teachers are required to create pacing guides and syllabi which are aligned to Common Core State Standards or HCPS III benchmarks.</p> <p>According to the 2014 Fall Tripod School Report, students responded positively 57% of the time to the statement regarding the consolidation of understanding so students retain the learning and are able to apply it to other topics.</p>	<p>Teacher pacing guides Syllabi Formative and summative assessments student work Posted standards and objectives to show congruence between teaching, standards, and GLOs GLOs are demonstrated in the Senior PTP folders required for graduation The General Learner Outcomes posters</p> <p>Tripod Survey School Report (Fall 2014)</p>

### Student Work — Engagement in Learning

**B1.4. Indicator:** The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.

**B1.4. Prompt:** *Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.*

Findings	Supporting Evidence
<p>The implementation of a standards-based curriculum and the General Learner outcomes are demonstrated by all teachers with data team process. Student work samples are a necessary component of the data team process and common formative and summative assessments are discussed and evaluated within departmental data teams.</p> <p>Student engagement is observed through ongoing administrative walkthroughs and peer check-ins.</p>	<p>Individual and departmental data binders            Walkthrough/check in forms            Student work samples            Data team process            EES/SLO            Special Education data binders            Check in forms            Guided visit feedback</p>

### Accessibility of All Students to Curriculum

**B1.5. Indicator:** A rigorous, relevant, and coherent curriculum is accessible to all students through all courses/programs offered. The school examines the demographics and needs of students throughout the class offerings. The school’s instructional practices and activities facilitate access and success for all students.

**B1.5. Prompt:** *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>All students are provided an opportunity to pursue academic goals. Access to initiatives like Jupiter Grades, pacing guides, and common assessments help teachers improve their curriculum and delivery to students to offer all students the same academic opportunities.</p> <p>Kalaheo High School values student driven curriculum choices; rigorous, relevant, and coherent curriculum is accessible to all students through open enrollment in Honors and AP courses.</p> <p>Clubs provide student access to content they otherwise cannot access.</p>	<p>Jupiter Grades            Common Assessments            Pacing Guides</p> <p>Course description manual</p> <p>Art, Japanese, Robotics and Aina club offer additional access to curriculum</p>

<p>Kalaheo High School selects what elective courses to offer based on student interest.</p> <p>Kalaheo teachers utilize RTI strategies to ensure that all students can access the curriculum.</p> <p>ELL training provides teachers with acquisition strategies to support ELL students.</p> <p>Individual counseling and parent/teacher/student conferencing are offered to improve student academic progress.</p>	<p>Robotics club initiated the Design Technology class</p> <p>Aina Club initiated the Natural Resources course</p> <p>Drama class resulted from students requests in ELA classes</p> <p>Training log</p> <p>Lesson plans</p> <p>walkthrough/check in forms</p> <p>Training powerpoint</p> <p>Training handouts</p> <p>Counselor logs/calendar</p> <p>Master calendar-Conference Day</p>
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**Integration Among Disciplines**

**B1.6. Indicator:** There is integration among disciplines at the school.

**B1.6. Prompt:** *Evaluate to what extent is there is curriculum integration among disciplines.*

Findings	Supporting Evidence
<p>Although there is minimal curriculum integration, teachers at Kalaheo have implemented writing across the curriculum and common rubrics have been established to assess student writing capabilities across disciplines.</p> <p>The communications academy integrates units across English, History and the CTE elective.</p>	<p>Common rubrics used by Social Studies and ELA</p> <p>CUPS school-wide writing rubric</p> <p>Student work samples located in teacher data binders</p> <p>Communications academy unit/lesson plans</p>

**Curricular Development, Evaluation, and Revisions**

**B1.7. Indicator:** The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, homework, and grading policies, to ensure student learning needs are met through a challenging, coherent, and relevant curriculum. The assessment includes the degree to which there is involvement of key stakeholders.

**B1.7. Prompt:** *Comment on the effectiveness of the school’s curriculum review and evaluation processes to ensure student learning needs are being met. Include comments regarding the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
<p>Curriculum review and evaluation occurs every year when departments revise course descriptions prior to student registration.</p>	<p>Course description binder</p> <p>Jupiter grades</p>

All courses are aligned to the State of Hawaii and Department of Education graduation requirements. In addition, to ensure that student learning needs are being met, formative and summative assessments are utilized on a regular basis.	
All departments have agreements on common summative and formative weights to determine student grades.	Jupiter Grades
Student report card grades do not consistently align with student assessment results.	Chart of student grades and assessment results Jupiter Grades

**Policies — Rigorous, Relevant, Coherent Curriculum**

**B1.8. Indicator:** The school assesses the rigor, relevancy, and coherency of the curriculum after examination of policies regarding course completion, credits, homework, and grading policies.

**B1.8. Prompt:** *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it aligns with the school’s vision, mission, and General Learner Outcomes.*

Findings	Supporting Evidence
The ART is involved in the selection and evaluation of curriculum based on summative assessment results, including StriveHI.	StriveHI results for math
Each department is responsible for utilizing its current curriculum and ensuring its alignment with content standards.	Budget requests

**Articulation and Follow-up Studies**

**B1.9. Indicator:** The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.9. Prompt:** *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
Kalaheo High School articulates with colleges and universities to plan and provide activities and/or programs.	College Speakers NJROTC College Night College Visits Running Start Program Windward Community College Calendar of college visits Rosters of attendees College and Alumni surveys
Kalaheo Complex K-12 Writing Initiative provides teachers in grades K-12 an opportunity to vertically articulate and align writing expectations and rubrics.	Writing keystone documents PC day agenda
CTE department and Communications Academy Learning Center	

partner with feeder school, industry partners and universities	Windward Academy(CTE) Honolulu Community College Kupu PBS Movie industry
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**B2. Curriculum Criterion**

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

*All students at Kalaheo participate in annual counseling sessions through their English classes designed to showcase various options for their high school careers. These sessions include a breakdown of graduation requirements as well as examples of college requirements so students can plan accordingly. In addition, all freshmen meet with their Alpha-counselor at least three times a year to help them understand the options for their high school career.*

*Kalaheo also has an open enrollment policy for all AP and Honors courses. As a result, many students broaden their horizons by electing to take more difficult courses. In addition to the AP and Honors program, our CTE department currently has six career pathways. The CTE department focuses on career planning and industry exposure, bringing in multiple guest speakers to give students an idea of how their skills can be utilized in the real world.*

*IEPs and 504 plans are personal learning plans for eligible students. In addition, the transition teacher helps eligible students gain real-life skills and works closely with community partners to ensure students gain work opportunities after certification. All teachers are provided with a copy of IEP and 504 plans for their students and made confer with the special education inclusion support teachers to better provide accommodations for each student’s plan.*

*All students at Kalaheo complete a Personal Transition Plan (PTP) through Advisory. This plan includes the Career Pathways and Interests Survey and the RIASEC test to help students identify their interests. PTP helps students record and understand their own learning plan (4 year plan) and college/career options. Students will also complete a resume, personal statement, and portfolio of best works to help them transition to college or career.*

*Kalaheo utilizes Jupiter Grades to update students and parents on student progress. Parents can see students’ assignments and grades as soon as teachers update their records. Jupiter also has a messaging system so parents can communicate with teachers. In addition, teachers provide syllabi for their classes outlining the purpose of the class and contact information. For the 2015-2016 school year, Kalaheo is adopting Google Apps for Education (GAFE) and providing all students and staff with a school email address and access to the GAFE collection.*

*In school year 2015-2016, in an attempt to streamline the process, the counselors will be meeting with every student to complete their registration cards and ensure appropriate course selection.*

**Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides for career awareness, exploration, and preparation for postsecondary education, and pre-technical training for all students.

**B2.1 Prompt:** *How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Annual counseling session provides students with graduation requirements and available courses of study throughout their high school careers.</p>	<p>Agenda of the session Samples of credit checks Counselor calendars</p>
<p>All students have access and information to pursue individual and school and career goals through their individual Personal Transition Plan (PTP), including the five-year plan and through offerings provided by the counseling department. Class presentations by counselors review graduation and college admission requirements, resume, work permits and other related topics.</p>	<p>PTP handouts PTP samples of completed folders</p>
<p>The CTE, Science Department, Social Studies Department, and College and Career Center bring in guest speakers to give students insight into post-high school options.</p>	<p>Questionnaires Calendar of speakers Newsletter, webpage, flyers, Sign-in sheet</p>
<p>Staff participates in College and Career Wednesdays to increase student awareness of college and career options post-high school.</p>	<p>Flyer Morning news features Teacher wearing college/career shirts</p>
<p>CTE classes offer insight to multiple career pathways.</p>	<p>Brochures Course catalogs Standards of career exploration in each pathway</p>
<p>NJROTC program gives students information/opportunities for careers in the military.</p>	<p>Syllabus Enrollment data Newsletter ASVAB sign-ups and test results</p>
<p>Open enrollment in AP and Honors courses allows for more students to take challenging courses.</p>	<p>AP agreement and enrollment AP test results data</p>

<p>Students have multiple opportunities to engage in courses not offered at the school or earn lost credits.</p> <p>Transition teacher administers a different interest inventory each year as part of the IEP development. Credit checks and guidance for courses for the next school year is part of this process. Individual work experience, voluntary and paid, are noted in the Vocational Information of the IEP.</p> <p>The special education Work-Based Learning teacher provides students in these classes gain work experience. Additionally, the Community Based Instruction (CBI) and Alternate Assessment teachers supervise certificate track students in volunteer work experiences in the community at sites other than the Work-Based Learning program.</p> <p>The registration process allows for students to see a range of courses being offered and make appropriate choices for their high school careers.</p> <p>ACT (Explore, Plan, ACT) Help interpret results in classes</p> <p>Work-study is a program offered through the counseling department. This program gives students who qualify a ½ credit for 60 hours employment, up to 1.5 credits.</p>	<p>Running Start data Early Admit data Upward Bound data Summer school data Eschool/BYU data</p> <p>Transition folder sample Instruction sheets to use websites for career exploration Student work schedules</p> <p>Registration cards/manual Morning news regarding course offerings</p> <p>Calendar for ACT and schedule of classroom visits</p> <p>Work-study</p>
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**Student-Parent-Staff Collaboration**

**B2.2. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, college/career, and/or other educational options.

**B2.2. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, college/career and/or other educational options.*

Findings	Supporting Evidence
<p>School delivers regular communication to parents.</p> <p>Teachers participate in Open House to provide introductory information and meet parents at the start of the year.</p>	<p>Copies of newsletter Website w/college and career center page, academic probation agreement, sample signed syllabus agreements</p> <p>Open House parent flyer Teacher sign-in sheet</p>

<p>School Community Councils are forums for exchanging ideas about how to improve student achievement among the school's stakeholders: principals, teachers, school staff, parents, students, and community members. They help craft the school's Academic and Financial Plan, which sets the goals for the school, the programs, and the available resources to reach these goals.</p>	<p>Agenda and invitation in newsletter</p>
<p>Annual IEP/504 meetings allow for school/parent/student collaboration to help student succeed.</p>	<p>IEP/504 meeting schedule</p>
<p>PTSA collaborates and sponsors activities in conjunction with the school. The PTSA monthly newsletter and the Kalāheo website keep parents informed of credit requirements, credit recovery opportunities, graduation requirements, and other important academic deadlines.</p>	<p>SAT prep course Make-a-difference day</p>
<p>A college and career parent night is offered annually to provide students and their families information about college/career and/or other educational options.</p>	<p>Sign-in sheets Survey data</p>
<p>Teachers communicate with parents through email, phone calls, and Jupiter Grades. Each family is given access to Jupiter Grades allowing parents and students to monitor academic progress in a continual and timely manner.</p>	<p>Jupiter Grades welcome letter email phone logs</p>
<p>NCAA Clearing House informational meeting helps students and parents be aware of necessary requirements.</p>	<p>Informational poster Meeting agenda</p>
<p>Students considering AP course work must attend an informational meeting with at least one parent so they have full understanding of what the program entails.</p>	<p>AP Contract Sign-in sheet for meeting Powerpoint</p>
<p>DVR's document, the Individual Plan for Employment is developed by the DVR counselor in conjunction with the eligible student and his/her parent.</p>	<p>DVR meeting schedules</p>
<p>Data teams collaborate to include RTI strategies to help struggling students.</p>	<p>Data Binder Forms Lesson plans</p>
<p>The Advisory/PTP course all students participate in includes PTP assignments to help students understand their own learning plan and college/career options. PTP expectations allow students to keep track of their academic progress and best works.</p>	<p>Sample PTP Folders</p>



**Monitoring/Changing Student Plans**

**B2.3. Indicator:** The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.

**B2.3. Prompt:** *Evaluate the effectiveness of how the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
Special education inclusion teachers track and help student’s personal learning plans.	Inclusion intervention form
Teacher-parent communication allows for better understanding of student progress.	Records/logs of Jupiter messaging Gmail logs Phone logs
Counselor presentations provide students the opportunity to monitor and consider appropriate changes in their personal learning plans.	Counselor presentations Samples of credit checks Counselor calendars
Registration Process (4-year plan, counseling, teacher-student conference, PTP advising) allows staff,student, parent collaboration for selection of appropriate courses.	Registration materials
Annual IEP Process (Inventory update, review and revision of IEP) allows for monitoring and making appropriate changes based on student needs.	meeting calendar, agendas, sign-in sheets

## Transitions

**Indicator:** The school implements strategies and programs to facilitate transition to the student’s next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs.

**Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transition to the student’s next educational level or post-high school options and regularly evaluates the effectiveness of the strategies and programs.*

Teachers meet weekly in data teams to evaluate student achievement and decide what strategies to implement to increase student success. Data teams also report to ART. ART reviews Data team progress and decides school-wide strategies to implement. Through this process, Kalaheo has decided to implement writing across the curriculum, and focus on RTI strategies and HOT questions.

Students and counselors work together to evaluate student progress through their yearly credit checks. Students can decide to increase or decrease rigor for the following year based on their current standing. Students can also meet with Alpha- or College and Career counselor to determine if they are on track for post-high school plans, making changes as appropriate.

Findings	Supporting Evidence
College and Career Wednesdays increase on-campus awareness of different post-high school options.	Flyer Morning news features School faculty/staff wearing college/career shirts
Project-based learning allows students to do in-depth self-directed research based on their own interests.	Senior project samples Schedule of presentations Senior project contracts ComAcad senior paper/project samples
ART meets regularly to discuss testing data and effectiveness of school-implemented programs. From these meetings, ART moves to modify necessary programs to better fit student needs.	ART/data team minutes Higher order questioning flipbook RTI strategies bookmark
The college and career counselor administers a post-high school plans survey to the senior class in order to help facilitate transition to the next education level or post-high school options.	Survey data
IEP Transition Plans help students to identify and move towards post-high options, i.e., vocational training, college, military enlistment, entry into employment.	Transition plan sample Student testimony
College Fairs/Speakers give students the opportunity to consider what options exist post-high school.	College fair attendance numbers, schedule, brochures/presentation handouts

**B3. Curriculum Criterion**

Upon completion of elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all the requirements of graduation..

*Beginning Freshman year, all students take the Career Pathways Interest survey to give them insight as to what they might focus on post-high school. Students then have the opportunity to select courses based on their interests. The CTE pathways give students the option to pursue varied, specific interests through their standards-based curriculum. These courses often bring in guest speakers so students can see how their classes relate to real-world applications.*

*Beginning in 2014, Kalaheo adopted the Springboard curriculum for ELA. The curriculum itself is aligned with the CCSS and provides varied reading and writing assignments designed to increase critical thinking in students. Students also participate in real-world problem solving through the English and Social Studies departments’ Synthesis and DBQ essays, learning how to use and cite evidence to prove a claim. Students use similar skills to complete project-based papers through ComAcad and and real-world problems in Math.*

*This year, Kalaheo is beginning its 1:1 program, issuing Chromebooks to all Freshmen. Teachers can utilize the Chromebooks to allow more in-depth research and utilize more online resources.*

**Real World Applications — Curriculum**

**B3.1. Indicator:** All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

**B3.1. Prompt:** *Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	Supporting Evidence
Many departments bring in guest speakers to inform students of real-world applications of that discipline.	Schedule of speakers Handouts photo evidence
Special education work-based learning program gives students access to real work experience to develop pre vocational skills and prepare them for post-high school employment.	Work-based learning calendar/agreements field trips/internship
In the fall of 2015 Kalaheo launched a new one-to-one mobile device(chromebook) initiative for its incoming freshman.	User agreement Lesson plans utilizing chromebooks
ELA adopted Springboard in Fall 2014 to align with CCSS and better help students achieve success in ELA.	Modified SB lesson plans Data team binders
Students are required to research and write papers about real-world problems and come up with real-world solutions.	Senior Project ComAcad research papers Math papers Synthesis/DBQ essays

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

**B3.2. Indicator:** The school implements academic support programs to ensure students are meeting all requirements.

**B3.2. Prompt:** *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements.*

Kalaheo implements various school wide programs to foster student success help students meet requirements for graduation or certification. Many students take advantage of the school study hall (before and after school). Many students also take advantage of teacher office hours, coming in for help with individual classes as necessary.

Students also participate in annual group counseling presentations through English classes designed to highlight graduation requirements and check their progress toward graduation. Counselors took over PTP agendas for the 2015-2016 school year in hopes of streamlining PTP and raising student awareness of graduation requirements.

Care coordinators regularly monitor of student progress, working with classroom teachers and EAs to help SPED students receive appropriate accommodations for success. Parents, staff, and students can also access Jupiter Grades to track student progress and see if they are on track for meeting all requirements.

Findings	Supporting Evidence
School study hall and tutoring are available for students who need extra help with their school work. The school- sponsored study hall is available to all students and students can also arrange to meet with specific teachers for help in individual classes.	Study hall/tutoring logs
Special education teachers provide inclusion support and work with EAs and classroom teachers to ensure all special education students meet graduation or certificate requirements.	SPED Inclusion Master Schedule Care coordinator records EA master schedule
Parents, students, and teachers can monitor a student’s progress through Jupiter Grades. All parties can see grades as soon as they are updated to keep track of student success.	Jupiter Grades records
Data Teams meet regularly to discuss student performance and whether students are meeting expectations to pass the class. Data teams collaborate to find new methods to ensure student success.	Data Team binders
Academic Review Team meets regularly to discuss school-wide programs and initiatives with focus on their effect on student success.	ART Minutes
Counseling team works with teachers and students to ensure students know and understand graduation requirements. Students receive a counseling presentation each year through their English	Counseling presentation Credit check procedure Presentation agenda

<p>classes. These presentations go through graduation requirements and each student does a credit check to see if they are on track to graduate. Counselors also provide agendas for PTP so teachers and students can monitor students' progress.</p> <p>Kalaheo offers credit recovery and e-school to students who need to make up lost credits required for graduation. The school also accepts summer school credits for graduation requirements.</p>	<p>PTP folders PTP agendas</p> <p>E-School, credit recovery, summer school registration records</p>
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**WASC Category B. Standards-based Student Learning: Curriculum:  
Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

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

1. Open enrollment policy and online/alternative options work together to offer a wider range of options given the size of the school.
2. Counseling team works with students year-round to educate all on graduation requirements and course offerings.
3. School has many avenues to communicate with students/parents.
4. Many programs in place to broaden opportunities for students (guest speakers, study hall, etc.).
5. Teachers are implementing RTI strategies as evidenced in their iPDPs.
6. Common course assessments, rubrics, and department grading scales
7. Course alignment with standards and use of pacing guides
8. Data teams gathering and analysis of evidence and self-evaluation
9. Use of technology: Google apps for the classroom, 1:1 chromebook initiative, hybrid program and Jupiter Grades
10. Through teacher collaboration, common course pacing guides, and assessments, the same high standards exist in special education resource classes as in general education classes
11. Articulation with feeder school Kailua Intermediate School, university, and industry partners

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

1. Develop comprehensive program that allows all students to explore college and career possibilities, including a follow-up with 4-year-plan after initial completion
2. Include teacher teams/grade-level teams to plan interdisciplinary units for rigor, relevancy, and skills building geared toward increasing awareness for college and career opportunities.
3. Develop a means in which to evaluate the effectiveness of strategies and programs
4. Increase student math achievement with a more concentrated and sustained system of support for pullouts to assist struggling students.
5. Need to address grading policies aligned with achievement
6. Increase student application of GLOs through Advisory/PTP course
7. Closely monitor the inclusion program to ensure all Special Education and ELL students are receiving appropriate supports to successfully engage in rigorous and relevant learning experiences.

**C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTIONS (HOW ARE STUDENTS LEARNING?)**

**C1. Instruction Criterion**

To achieve the academic standards and the General Learner Outcomes, all students are involved in challenging learning experiences.

*Kalāheo provides a rigorous curriculum for all students. All students have the option to enroll in Honors and AP courses. All teachers continue to receive professional development on the rigor and relevance lesson planning, differentiation, and effective instructional strategies. Teachers provide standards-based instruction using the Common Core Standards (Mathematics and ELA) and HCPS III (all other content areas). Teachers are required to identify the standard and objective of each lesson at the start of the course period. Teachers are required to develop pacing guides that show deliberate instruction of the standards. The General Learner Outcomes are referred to and implemented during instruction. A mandatory Personal Transition Plan is implemented over three years from grade 9 to the first semester of grade 12, which allows students to reflect on their own learning and set future goals. A Senior Project is also being offered to seniors who are interested in designing and implementing a project of interest. This provides learning enrichment opportunities while satisfying the BOE honors diploma requirement. Differentiation is an identified need in our recent Academic Plans. This year there have been several trainings on differentiation. The trainings have focused on showing the strategies so teachers can experience them rather than just hear about them. Hands-on learning is the preferred method of instruction for students as they also report the least effective as excessive lecturing and note-taking. Overall, students prefer a wide variety of instructional strategies.*

**Results of Student Observations and Examining Work**

**C1.1. Indicator:** Classroom observations and the examination of student work provide information about the degree to which all students are challenged and achieving the academic standards and the General Learner Outcomes. Using this information, the school evaluates the degree of involvement in learning by students with diverse backgrounds and abilities, and modifies approaches based on findings.

**C1.1. Prompt:** *Comment on the degree to which all students are involved in challenging learning experiences to achieve the academic standards and the General Learner Outcomes. Include how the observation of students and examination of student work has informed this understanding.*

Findings	Supporting Evidence
All teachers participate on a data team. Data teams plan instruction together and discuss instructional strategies and common assessments. They look at student work and determine ways to support students.	Data team planning forms in data binders
Data teams look at student work and work toward inter-rater reliability/norming grades. Each teacher is required to submit samples of each level of work to the data binder.	Student work samples in data binders
Teachers are required to do one “Classroom Check-In” with another teacher each quarter. These are targeted with the hosting teacher determining the focus. Data team members use this information to inform instruction.	Classroom Check-In forms in data binders

<p>All special education teachers maintain a data binder for each student in their case load. This includes samples of student work from each class that is used to determine if a student is meeting their goals or if they need more support.</p>	<p>Special Education data binders</p>
<p>Kalaheo offers Honors and Advanced Placement classes to any student who would like to challenge themselves. Advanced Placement classes allow students to earn college credit if they pass the exam with a score of 3 or better at the end of the course.</p>	<p>Course Description manual AP enrollment and score data</p>
<p>Kalaheo uses the state-mandated Springboard curriculum for Language Arts and the Common Core math curriculum designed by UH Hilo.</p>	<p>Springboard books and UH math booklets.</p>
<p>Kalaheo has been visited by Complex ILT members once a year for the past six years. These visits provide a snapshot of what's happening in classrooms. Feedback provided informs us of progress and next steps.</p>	<p>ILT Complex visit data</p>
<p>The ELL teacher has provided 4 trainings for the faculty on ELL strategies.</p>	<p>ELL In-service agendas Powerpoints, Handouts</p>
<p>According to the Tripod Survey School Report Fall 2014, 63% of students responded positively to the statements regarding one of the 7 C's - Challenge. This indicator reflects teachers insisting upon rigor by expecting understanding and not just memorization; and students giving their best effort.</p>	<p>Tripod Survey School Report Fall 2014</p>

**Differentiation of Instruction**

**C1.2. Indicator:** The school's instructional staff members differentiate instruction and evaluate the impact on student learning.

**C1.2. Prompt:** *How effectively do instructional staff members differentiate instruction? Evaluate the impact of differentiated instruction on student learning.*

Findings	Supporting Evidence
<p>Teachers identify students that need support and data teams discuss possible interventions and the effect of those interventions.</p>	<p>Data team forms in department binders</p>
<p>The Special Education department maintains Inclusion Intervention logs to ensure progress with inclusion students. Special Education teachers are given an inclusion period to work on these types of support.</p>	<p>Master Schedule Common prep time</p>



<p>Teachers are given 504 folders and SPED binders that outline the required accommodations and modifications for each student. Care coordinators give teachers IEP at a glance sheets at beginning of year to help them focus in on the critical areas of the IEP.</p> <p>Inclusion support teachers are assigned to several core teachers and support students in those classrooms with modifications and extra support.</p> <p>The math department has pull outs to help students with targeted, small group practice on identified weaknesses in math. These pull outs occur during the math teachers non-teaching period.</p> <p>In CBI each student works on individual learning goals that are the basis of earning a Certificate of Completion. The Special Education teachers track their progress.</p> <p>Teachers use a variety of instructional strategies to differentiate instruction.</p> <p>Differentiation is an identified need in our recent Academic Plans. This year there have been several trainings on differentiation. The trainings have focused on showing the strategies so teachers can experience them rather than just hear about them. After the training, teachers are asked to chose an RTI strategy to implement in the next few weeks.</p>	<p>Special Education binders/504 folders IEP at a glance worksheets</p> <p>Inclusion support assignments</p> <p>Math Pull out Logs</p> <p>CBI Data binders</p> <p>Data Team Binder Pacing Guides</p> <p>Academic Plan for 2015-2016 Minutes from trainings Exit Pass Reflection Sample lesson plans</p>
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**Student Understanding of Performance Levels**

**C1.3. Indicator:** The students know beforehand the standards/expected performance levels for each area of study.

**C1.3. Prompt:** *Examine and evaluate the extent to which students know the standards/expected performance levels for each area of study.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Teachers are required to identify the standard and objective of each lesson. Teachers do this in several ways including writing it on the board, including it in power point, having student read it aloud, or requiring students to write it down.</p>	<p>Classroom Check-In forms Classroom Observations</p>
<p>Most departments give students rubrics for major assignment/assessments so they know the expectations of the levels</p>	<p>Department Data Team Binders (common rubrics)</p>

<p>of performance. Teachers use a variety of instructional methods to teach the students how to use the rubrics.</p> <ul style="list-style-type: none"> <li>● Self-assessment with the rubric</li> <li>● Peer grading</li> <li>● Using exemplars (student-generated, teacher-generated).</li> <li>● Use of non-examples</li> <li>● Springboard ELA curriculum has rubrics embedded and lessons to teach students how to use them.</li> </ul> <p>School-wide Capitalization Usage Punctuation Spelling (CUPS) rubric provides students with standards and expectation for grammar and punctuation in their writing across all content areas.</p> <p>CTE students receive a rubric in the fall for the Performance based Assessment (PBA). Participation in this event is meant to show mastery of the selected benchmarks/standards and qualifies students for CTE honors designation diploma.</p> <p>The student focus group confirmed that they receive rubrics for summative assessments in many of their classes. Although they received rubrics, their concern was that the language used in the rubric is not always student friendly.</p>	<p>Springboard curriculum</p> <p>CUPS rubric posted in classroom, included in rubrics, referenced by teachers during lesson</p> <p>Performance Assessment results Student work samples.</p> <p>Student Focus Group Notes (charts and cards)</p>
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### Students' Perceptions

**C1.4. Indicator:** The school learns about the students' perceptions of their learning experiences.

**C1.4. Prompt:** *Evaluate the effectiveness of learning experiences as perceived by students.*

Findings	Supporting Evidence
<p>Teachers are given feedback on student perceptions through the Tripod survey. One class is surveyed and the results are given to each teacher so they can reflect on the results by question. Teachers are asked to reflect on the Tripod results during their EES meetings with their administrator and identify an area to work on and a plan.</p> <p>The tripod school results show improvement in all areas of the survey. The faculty identified the three areas of strength and three areas for growth from the Tripod School Report and identified "Care", "Captive", and "Confer" as our focus.</p> <p>The CTE department head was trained by a consultant on how to run student focus groups. CTE had their first student focus groups this fall to allow students to express what would help them learn</p>	<p>Tripod Reports Purple Tripod Reflection sheets</p> <p>Meeting minutes Care Poster EES Core Professionalism in PDE3</p> <p>CTE Coordinator training agenda</p>

<p>best. The CTE department plans to use this information for curriculum, instruction, and assessment.</p> <p>Each student completes a PTP folder that shows their progress toward college and career readiness. One of the requirements is for students to submit samples of their “best work” summative assessments. The students are required to write a reflection to share why they chose the work and to demonstrate their understanding of their learning.</p> <p>The student focus group identified hands-on learning as their preferred method to be taught. The least effective for the group was excessive lecture and note-taking. Overall, students prefer a wide variety of instructional strategies.</p> <p>School year 2014-2015 SQS student data indicates of the those surveyed, 25.9% agree classes are preparing students for more schooling or for a job; 27.2% are satisfied with the education received; and 29.9% are satisfied with the quality of teaching provided by most teachers at the school.</p>	<p>PTP folders Sample Reflection Logs</p> <p>Student Focus group notes (cards and posters)</p> <p>SQS report</p>
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**C2. Instruction Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

*Students at Kalaheo are provided with a variety of relevant and engaging learning experiences including hands-on activities, instructional technology, field trips, guest speakers, community-based learning, competitions, and a student-exchange program. The integration and utilization of technology to achieve the academic standards and the General Learner Outcomes is evident in the school’s established Arts and Communications Academy, a developing CTE program, and through the relationships with various community organizations and businesses. Continued professional development focuses on a variety of standard-based strategies that support student learning, including differentiated instruction, RTI, and effective literacy strategies (ELL and writing initiative). These actions are intended to actively engage students in standards-based learning, promote higher order thinking skills, and to help students achieve proficiency.*

**Current Knowledge**

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

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

Findings	Supporting Evidence
<p>AP teachers attend the College Board sponsored workshop in July to keep current on the AP requirements.</p> <p>Teachers attend a variety of PD classes to keep current on their subject matter and to learn new instructional strategies.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>● Mandatory ELL trainings</li> <li>● Annual PE Conference</li> <li>● NJROTC attends Navy facilitated trainings</li> <li>● Common Core training for Math (UH Curriculum)</li> <li>● Mandatory Springboard ELA training</li> <li>● DOE provided PD workshops</li> <li>● Assistive technology trainings for Special Education</li> <li>● NOAA sponsored workshops for science teachers</li> <li>● Next Generation Science Standards workshop</li> <li>● Hawaii Institute of Marine Biology Inquiry Lab workshop</li> <li>● ACT inservice for counselors and college counselor</li> <li>● Student Services Coordinator (SSC) attends monthly trainings</li> <li>● Student Activities Coordinator attends trainings 2x/year and various other workshops</li> <li>● Librarian has complex meeting and HASL conference</li> <li>● Achieve 3000 workshop (Special Education)</li> <li>● Google Apps for Education trainings</li> </ul> <p>Professional Development on Instructional Strategies has been a focus for two years. Our district School Renewal Specialist partnered with our Academic Coach to provide training and modeling different strategies last school year (2014-2015). This year, a Vice-Principal has been leading trainings modeling RTI instructional strategies. Each teacher was assigned to try a new instructional strategy and share it with a group of teachers.</p> <p>This is Kalaheo’s first year using Google Apps for Education. Some teachers use Google in the delivery of the curriculum using</p>	<p>AP Committee minutes</p> <p>Most PD is documented in PDE3.</p> <p>Minutes from workshop Exit pass from RTI share-out Sample lesson plans</p> <p>Agenda from trainings Inservice evaluations</p>

<p>Google classroom.</p> <p>Teachers use a variety of technology to deliver curriculum including jupitered, google apps, google classroom, power point, flipped classroom, kahoot it, math grade cam, 1:1 digital in-class activities, using ipads (CBI), prolo2go for communication (CBI student), Google forms, lab probes, Desmos (online graphing program), Khan academy, and Ted Talks.</p> <p>CTE uses industry standard technology in all classes.</p> <p>The math department uses video to document their examples so students can access it while doing homework.</p> <p>The parent focus group noticed the integration and utilization of technology in numerous learning experiences including but not limited to: Spanish course, Mathematics, CTE, robotics club, and the grade 9 chromebook initiative.</p> <p>All teachers have attended professional development training in Google Apps for Education and have been provided equipment (laptop, projector, visual presenter) to support instructional technology in the classroom. All teachers have access to computer labs to support the delivery of curriculum online and all freshman have been issued mobile devices (chrome books) to support the rollout of a 1:1 initiative. The Kalaheo High School community uses gmail and its suite of applications to communicate and collaborate. These tools support 21st century learning and prepare students to be college and career ready.</p>	<p>Data Binders Teacher Google classroom websites Student work</p> <p>Broadcast room Robotics room Design Tech room Graphic Design lab Software programs</p> <p>Video link of math videos</p> <p>Student work samples from these courses integrating technology</p> <p>Technology inventory GAFE training documents</p>
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**Teachers as Facilitators of Learning**

**C2.2. Indicator:** Teachers facilitate learning for all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers facilitate learning for all students. Provide examples.*

**Variety of Strategies**

**C2.3. Indicator:** Teachers use a variety of strategies to support students’ access and application of knowledge acquired and communicate understanding.

**C2.3. Prompt:** *Evaluate and comment on the extent to which teachers use a variety of strategies to support students’ access and application of knowledge acquired and communicate understanding.*

Findings	Supporting Evidence
<p>Teachers showcase student work in various ways, allowing them to communicate their understanding to a larger audience. These include...</p> <ul style="list-style-type: none"> <li>● Art Shows</li> <li>● CTE Showcase</li> <li>● CTE Student Television Network Convention</li> <li>● Band Concerts</li> <li>● Science Fair</li> <li>● Athletic events</li> <li>● NJROTC competitions</li> <li>● Polynesian Dance performances</li> <li>● Anatomy Night</li> <li>● Robotics competitions</li> <li>● Drama Performances</li> <li>● Science Night at Elementary</li> <li>● CBI students prepare a meal for invited school staff once per quarter</li> </ul> <p>The student focus group reports some ways in which teachers support access and application of learning are: powerpoint notes, electronic learning tools, daily/weekly text reminders;google classrooms, and essay writing opportunities to support their understanding.</p> <p>This school year the completion of a Senior Project is an option for seniors who want the challenge. It is a comprehensive learning experience that provides students with the opportunity to demonstrate advanced proficiency in the attainment of the General Learner Outcomes through a project that is focused on career interest, service learning, or a student’s personal interest. Participating students are required to have a faculty mentor and a community mentor.</p>	<p>PTP Folders            Programs from events            Data Binders            Athletic Calendar</p> <p>Student focus group notes</p> <p>Senior Project letters of intent            Senior Project research papers</p>

<p>The librarian subscribes to online resources like Ebsco, Encyclopedia Britannica, Today’s Science, Info base Social Studies, online catalog PAC, and the Star Advertiser Print Replica. The librarian trains teachers that wish to use these resources.</p>	<p>Library calendar Librarian explanation</p>
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**C2.4. Indicator:** Teachers assist students with tools and opportunities to research, discover, and create knowledge.

**C2.4. Prompt:** *Evaluate and comment on the extent to which teachers assist students with tools and opportunities to research, discover, and create knowledge.*

Findings	Supporting Evidence
<p>The librarian works with students through classes to learn how to use online resources and conduct online searches efficiently.</p> <p>Kalaheo offers a class in Directed Studies in Science where students identify a research project to conduct and present at the district science fair.</p> <p>Each quarter all students do a synthesis essay for English and a Document-based Question for social studies. Both these assignments require that students read sources, decide on a position, and support their position with evidence.</p> <p>Specific examples include...</p> <ul style="list-style-type: none"> <li>● <i>Legislative Roadshow</i></li> <li>● <i>ASK surveys</i></li> <li>● <i>Fine Arts projects and competitions</i></li> <li>● <i>CTE competitions</i></li> <li>● <i>CBI planning a party project</i></li> <li>● <i>Math STEM problems (Ex. Building ramps)</i></li> <li>● <i>Science inquiry labs</i></li> <li>● <i>Projects with options on how to present</i></li> </ul> <p>The student focus group reports that when teachers assign relevant unit projects this provides a greater opportunity to develop their research skills. The students report more opportunities and assistance in with research would be beneficial.</p>	<p>Library calendar Librarian presentations</p> <p>Science Fair Projects</p> <p>ELA and SS Data Team Binders with student work samples</p> <p>Lesson Handouts Student work and awards</p> <p>Student focus group notes</p>





**C2.6. Indicator:** Student work demonstrates the integration and utilization of technology to achieve the academic standards and the General Learner Outcomes.

**C2.6. Prompt:** *Evaluate the extent to which student work demonstrates the integration and utilization of technology to achieve the academic standards and the General Learner Outcomes.*

Findings	Supporting Evidence
<p>CTE students use a variety of technology to create quality products. In graphics, students create buttons, stickers, banners, shirts, and hats. In communications, students use video equipment to film, edit videos, and produce a daily morning news show. In IET, students use a variety of tools and machines to make structures. In the Health pathway students use a variety of medical equipment including blood drawing arms, blood pressure machines, CPR dummies, etc.</p>	<p>Examples of student work</p>
<p>All freshman were issued chromebooks this year to increase the use of technology in instruction. School year 2015-2016 is the first year of our transition to a 1:1 approach. Teachers with a large freshman caseload have been using Google classroom and other online resources to instruct.</p>	<p>Lesson plans incorporating chromebooks</p>
<p>Some teachers allow students use cell phones for instructional purposes : to play review games research topics, use a dictionary/thesaurus/, as a calculator, etc.</p>	<p>Lesson Plans</p>
<p>Teachers assign students various projects and assignments that incorporate the use of technology. For example...</p> <ul style="list-style-type: none"> <li>● Powerpoint/Prezi presentations</li> <li>● Professional brochures and posters</li> <li>● Video projects</li> <li>● Google classroom</li> </ul>	<p>Project/Assignment rubrics incorporating technology</p>
<p>The student focus group, agreed that the 1:1 initiative is a valuable tool for their learning. Students also identified ways teachers are utilizing technology in their instruction of the standards and GLOs. Some examples given by students include using Google classroom, Kahoot to review, online Springboard, and Khan academy.</p>	<p>Student Focus group notes</p>

**C2.7. Indicator:** Student work demonstrates the use of materials and resources beyond the textbook, including library/multimedia/online resources and services that connect students to the real world.

**C2.7. Prompt:** *Evaluate the extent to which student work demonstrates the use of materials and resources beyond the textbook, including library/multimedia/online resources and services that connect students to the real world.*

Findings	Supporting Evidence
<p>Teachers use a variety of resources beyond the textbook in instruction and assessment.</p> <ul style="list-style-type: none"> <li>● Social Studies uses primary sources in instruction and for the quarterly document-based questions.</li> <li>● In music, students are recorded so they can hear and critique their performance.</li> <li>● ELA uses <i>The Onion</i>, an online newspaper as an example of satire.</li> <li>● Quizlet, a review program, is used in several classes</li> <li>● Video clips are used in many classes to reinforce concepts.</li> <li>● Field trips allow students to use their learning in a relevant setting</li> <li>● Inquiry labs in science (student designed)</li> <li>● Case studies</li> <li>● Use of NOAA graphs and charts for assignments rather than fake data</li> <li>● A math teacher has students create a powerpoint to present a real life problem.</li> </ul> <p>The CTE classes provide a direct connection to real-world skills.</p> <ul style="list-style-type: none"> <li>● Service learning requirement in some classes</li> <li>● Natural resources classes maintain a small farm and use it to do experimentation.</li> <li>● Students in the Health pathway learn how to take blood pressure, draw blood, CPR, etc.</li> <li>● IET students build items that can be sold.</li> <li>● Graphics students create and make items for use at Kalaheo and for other schools (signs, stickers, etc.)</li> <li>● Culinary classes make food for different campus events such as blood drive, ILT visits, awards night, and VIP visits.</li> <li>● The students in Digital Media produce segments for a local PBS program called Hiki No. They enter video contests like Stay Healthy Hawaii, Rethink your drink, and Toyota Safe Driving.</li> </ul>	<p>Lesson Plans Student Work</p>
<p>The library is available to students and teachers for most of the school day from 7:45 am – 3:30 pm. Services are provided to teachers during operational hours regardless of scheduled events that “close” the library (i.e. - testing, workshops, or meetings). Students have access before/after school and during the lunch and recess breaks. The library offers print, online, and office services</p>	<p>Library staff, hours, and usage statistics Library calendar Library passes and sign-in sheets Student work</p>

<p>like printing and copying. This makes it an ideal place to conduct classes in need of multiple services such as:</p> <ul style="list-style-type: none"> <li>● Utilization and availability of library/multimedia resources and services</li> <li>● Availability of and opportunities to access databases, original source documents, and computer information networks</li> <li>● Library catalog and library subscription databases are accessed via the library page on the school web site and are available from any online computer</li> <li>● Primary source documents are available in print and/or found online</li> <li>● The library has 26 computers available for students and teachers, and two others in the teachers' workroom</li> </ul>	<p>Library inventories of equipment, resources, and subscriptions</p>
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**Real World Experiences**

**C2.8. Indicator:** Opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.

**C2.8. Prompt:** *Evaluate the degree to which opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The completion of a Senior Project is an option for seniors striving to earn the Board of Education Academic Honors Diploma. The project is a comprehensive learning experience that provides students with the opportunity to demonstrate advanced proficiency in the attainment of the General Learner Outcomes through a project focused on career interest, service learning, or a student's personal interest. Participating students are required to have a faculty mentor and a community mentor.</p>	<p>Senior Project Samples</p>
<p>Each year in October Kalaheo has Make-a-Difference Day. This day brings together our alumni, students, teachers, and work on identified projects on campus. Some campus beautification projects include yard work and painting.</p>	<p>Sign-In Sheet or PTSA minutes</p>
<p>CBI and workplace readiness students do community service projects like recycling, cleaning a church, and copying. They also go on field trips to gain real world experience.</p>	<p>Pictures/Video Logs</p>
<p>The college counselor takes students on field trips to the local colleges and college fair.</p>	<p>Field trip list</p>

<p>Work-based learning students complete work tasks on campus and at various off-campus sites in the community.</p> <p>Each year the senior class does a community service project at the Lo'i patch while the underclassman take the ACT. This project allows the students to give back to their community and learn about Hawaiian culture.</p> <p>The Peer Education teacher takes students on field trips to the homeless shelter and participates in beach clean ups. They also plan and present on topics like bullying, sexual abuse, and drug awareness to their peers.</p> <p>Students participate in a Legislative Roadshow. A representative sends a bill to the class. Students then write and present their testimony on the bill to the legislature; their testimony becomes part of the official record.</p> <p>ASK students participate in the Hawaii Legislative session January to April - they support bills introduced by legislators; they write and present testimony at the state capital.</p> <p>Kalaheo has 2-3 blood drives each year. Kalaheo set a record at its first blood drive this school year.</p> <p>The Communication Academy produces a daily newscast that is broadcast on closed-circuit to the whole school.</p> <p>The Student Activities Program involves approximately 486 students (54% of the student body). It is comprised of peer elected and appointed Associated Students of Kalaheo (ASK) leaders, leadership class students, club leaders and participants, grade level councils, Student Senators, new student transition participants and students interested in gaining leadership experience.</p> <p>Kalaheo offers clubs that provide opportunities for students to engage in real-world experiences.</p> <ul style="list-style-type: none"> <li>● Science Club students teach science lessons at the elementary schools.</li> <li>● Aina club participates in community service including Lo'i clean ups, beach clean-ups, and hands-on field trips</li> <li>● National Honor Society helps at the intermediate school</li> <li>● The Art Club does projects on Make a Difference Day like</li> </ul>	<p>Work Schedules</p> <p>Sign In sheet Castle Foundation video link</p> <p>Field trip lists Presentation agenda</p> <p>Copies of testimony</p> <p>sample student work</p> <p>Sign in sheet</p> <p>Mustang media video clips</p> <p>ASK minutes ASK calendar of events</p> <p>Club Minutes Photos</p>
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<p>painting a school bathroom mural.</p> <ul style="list-style-type: none"> <li>• Japanese Club members write to pen pals in Japan</li> </ul> <p>The NJROTC is a four-year elective program emphasizing citizenship, self-discipline, character development, self-esteem, leadership, and physical fitness. Academic topics include a wide range of physical sciences and social studies. It provides orientation to the military as a career option and an opportunity for practical continuity of purpose throughout the sequence of instruction.</p> <p>Kalaheo is part of an exchange program with Otake High School in Hiroshima Japan. The first year of the two-year cycle, Otake sends four students to Kalaheo where they learn about American school and stay with host families from our school. The second year the students that hosted the Japanese students travel to Japan to experience Japanese school and stay with their new Japanese friends.</p> <p>The Kalaheo band partners with the MCBH band. Students shadow a Marine and then perform together at a concert.</p>	<p>NJROTC units Participation logs</p> <p>Video School Service Logs</p> <p>Concert program Rehearsal calendar</p>
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## **WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

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

1. Kalaheo students and teachers have access to technology and a lot of technology is being utilized in instruction.
2. Students are asked to present what they have learned in many ways.
3. The CTE offerings have expanded and the program is flourishing. Students are given opportunities to learn industry skills with appropriate equipment.
4. Generally there is high quality instruction based on the standards.
5. Real world types of applications of student learning are utilized in different classes

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

1. Class size limits the types of differentiation and support that is possible in the classroom during the class period.
2. Continued training that is differentiated is needed for Google Apps for Education. Teachers would like more professional development in specific content areas.
3. PTP continues to be a work in progress. The counselors have begun organizing and leading PTP, and teachers need more training and a common message to establish value of the PTP/Advisory period.
4. Determine the appropriate training and support for the Math department to improve math achievement utilizing the Common Core.

**D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT and ACCOUNTABILITY (HOW IS STUDENT ASSESSMENT USED?)**

**D1. Assessment and Accountability Criterion**

The school leadership and instructional staff use professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to stakeholders of the school community.

*All departments have designated time to work in data teams with teachers of the same subject/course. Teachers continually monitor student performance with common course assessments (formative and/or summative), and use the data team process to examine student work to evaluate academic progress and instructional effectiveness. All departments collaborated to develop common summative writing assessment utilizing common rubrics.*

**Professionally Acceptable Assessment Process**

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

**D1.1. Prompt:** *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
All departments have designated time to work in data teams with teachers of the same subject/course. The data teams have been able to form common summatives/formative assessments, work on creating common rubrics, and start norming grades.	Department data binders Rubric samples Graded student work Master schedule Common NTP
Each department has worked together to develop common summative writing assessment utilizing common rubrics.	DBQ samples Fine Arts critique Synthesis essay samples Common rubric samples Science lab report rubrics PE logs & reflections Leadership, inspection, writing, physical fitness rubrics for JROTC
The CTE department has developed a data team process among singleton courses through a curriculum share-out process and creation/application of growth rubrics. Through this process, CTE singleton teachers have a place to hold professional discussions about their projects and assessments.	CTE data binder Curriculum share-out forms Growth rubrics
Kalaheo receives a variety of standardized testing results from Plan/Explore/ACT, EOCs, SBAC, ACCESS (ELL), lexile, etc. This data is collected, shared, and utilized in the development of	Test data/reports SLO/IPDP

<p>some curriculum and instructional needs.</p> <p>Math department uses item analysis to determine curriculum and instruction.</p> <p>Formative and summative assessments are entered into Jupiter Grade, a web-based gradebook reporting system, this data can be disaggregated by student, assignment, type of assessment, classes and percentages. Teachers use data to reflect on and adjust instruction and assessment. Students can use the data to adjust and enhance classroom performance. Parents also receive Jupiter Grade reports on student performance through the system's email and/or logs.</p> <p>Students receive feedback on assessments via teacher-student conferences, written feedback, peer and self-assessments and Jupiter Grades.</p> <p>Mid-term progress reports with student performance data are sent home each quarter to all students/parents.</p> <p>Principal meets with the School Community Council (SCC) to report school's academic performance.</p>	<p>Grade-cam reports Data team binder</p> <p>Jupiter Grades Program Course Syllabus</p> <p>Student work Jupiter Grades Assessments Conferring notes</p> <p>Midterm report</p> <p>SCC minutes</p>
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**Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which students’ grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>The school utilizes NTP time for data teams to discuss student progress, RTI strategies, and performance expectations. Within these data teams agreements are made regarding interventions, grades, rubrics, and next steps/focus for curriculum.</p>	<p>Department data team binders Lesson plans Targeted classroom check-in forms Pacing Guides</p>
<p>Departments agreed to implement a weighted assessment system in which summative assessments (a student’s individual measure of proficiency) are weighted more heavily than formative assessments when determining a student’s course grade.</p>	<p>Individual student progress reports</p>
<p>Certificate track students are evaluated on their IEP goals and objectives. Rubrics and checklist are modified for each student.</p>	<p>Sample rubric/checklist for certificate track students</p>

**D2. Assessment and Accountability Criterion**

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

*Kalaheo provides time for all teachers to meet as departments and as data teams to analyze student data collected from multiple sources, such as formative and summative assessments. These include evidence-based writing assignments (aligned to writing initiative), the Smarter Balanced Assessment, student self-reflections, and various types of classroom assessments. Common course pacing guides and assessments standardize instruction and assessment. At this point, student work and assessments clearly show student achievement of the academic standards and many teachers embed the GLOs into the process students go through to learn the standard.*

*Students and teachers use these findings to differentiate the teaching and learning process to enhance the educational progress of every student. Teachers use student achievement data to strengthen curriculum and address individual student needs. Teachers use rubrics to assess student work. Teachers provide specific feedback to students on formative and summative assessments.*

## Appropriate Assessment Strategies

**D2.1. Indicator:** Teachers use appropriate assessment strategies to measure student progress toward acquiring a body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

**D2.1. Prompt:** *Evaluate the appropriateness of assessment strategies used by teachers to measure student progress toward acquiring a body of knowledge or skills.*

Findings	Supporting Evidence
<p>As a school, teachers use a wide range of assessment strategies. The various types of assessment range from Data/document Based Questions (DBQ) to lab reports; from essays to problem based learning projects; from quarterly exams to utilizing technology for online assessments and/or digital presentations. .</p> <p>Common course pacing guides and assessments standardize instruction and assessment; and teachers are able to more effectively assist each other and students in progressing towards the achievement of standards.</p>	<p>DBQs (Social Studies)            Lab reports (Science)            Synthesis essays (ELA)            Problem based learning (CTE)            Exams (Math)            Classroom check-in forms            Walk-through data            Department data team binders            PTP Folders</p> <p>Pacing guides            Common course formative/summative assessments</p>

## Demonstration of Student Achievement

**D2.2. Indicator:** A range of student work samples and other assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.

**D2.2. Prompt:** *Evaluate how student work and other assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.*

Findings	Supporting Evidence
<p>Student work and assessments clearly show student achievement of the academic standards, but do not directly address the GLOs. Instead, many teachers embed the GLOs into the process students go through to learn the standard.</p> <p>A variety of teachers also provide students with the opportunity to</p>	<p>Student work samples and rubrics from various departments            Data binders</p> <p>Anatomy Night</p>

<p>showcase their work outside of class and to a larger audience. This demonstrates what standards students are learning and their application of GLOs.</p>	<p>Art Show CTE Showcase Night/Performance based assessments Drama Performances Band Concerts/Performances Science Fair JROTC Principal's Review Class websites Hiki No</p>
<p>Various courses participate in an assortment of problem based learning competitions outside of school exhibiting students' knowledge of the academic standards and GLOs.</p>	<p>CTE Performance Based Assessment Student Television Network Competition Robotics Challenges (FIRST) JROTC Performances &amp; Competitions Science Fair / Science Olympiad History Day (Media) Solo &amp; Ensemble OBDA Select Band YAM / Scholastic English Writing contests</p>

### Curriculum-Embedded Assessments

**D2.3. Indicator:** The school regularly examines standards-based curriculum-embedded assessments in English language arts and mathematics, including performance assessments of students whose first or home language is not English, and uses that information to differentiate the teaching/learning process.

**D2.3. Prompt:** *How effective are the standards-based curriculum-embedded assessments in English language arts and mathematics and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>An ELL in-service is provided at a faculty meeting by the school's ELL teacher. This is an ongoing model being used throughout the school year to ensure standards-based curriculum is accessible to all students.</p>	<p>Faculty meeting minutes/ agenda Training bellwork/exit pass</p>
<p>The Kalaheo faculty is learning about RTI strategies through faculty trainings, data team discussions. RTI strategies are being implemented at different levels based on the teacher/ data team.</p>	<p>Lesson plans Data team binders Pacing guides</p>

<p>ELA department utilizes a mandatory Springboard curriculum produced by the College Board which includes embedded assessments..</p> <p>The math department uses a standards-based curriculum with embedded assessments. State support and materials from the common core UH curriculum for current or new teachers is minimal.</p>	<p>Springboard sample text Pacing guides</p> <p>Math department meeting minutes Math booklet sample</p>
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**Student Feedback**

**D2.4. Indicator:** Student feedback is an important part of assessing student progress over time based on the academic standards and the General Learner Outcomes.

**D2.4. Prompt:** *How effective is student feedback in assessing student progress over time based on the academic standards and the General Learner Outcomes.*

Findings	Supporting Evidence
<p>Students are required to reflect on their learning for the PTP (Personal Transition Plan) folder best works pieces in order to determine their areas of progress and growth.</p> <p>The CTE department has just begun conducting student focus groups on a semester basis (SY 2015-2016). In the focus groups students give feedback on what they are learning, what they'd like to learn, and about the general flow of the course (logistics, group work, etc). This information helps the teacher to adjust and guide their planning.</p> <p>Teachers use rubrics to assess student work. Teachers provide specific feedback to students on formative and summative assessments. The descriptive feedback provides students with an understanding of what they're doing well and how they need to improve with the next steps.</p> <p>All teachers receive feedback from the Tripod surveys to help guide their curriculum as well as the planning of their iPDP (Individual Professional Development Plan) and SLO (Student Learning Objective).</p> <p>Assessment during instruction helps students reflect on what they are learning (informal - exit pass, question on exam, bellwork, etc)</p>	<p>PTP folders</p> <p>Focus group notes</p> <p>Rubric samples</p> <p>Tripod survey results iPDPs/SLOs</p> <p>Bellwork samples Exit pass samples</p>

The student focus group reports a preference for frequent checks for understanding and clearly communicating what is covered on assessments to adequately assess their understanding.

Kalaheo students participate in peer-peer feedback throughout their various courses and have multiple opportunities to self reflect on their own learning. i.e. Peer to peer revisions, class questionnaire, exit ticket, bellwork, and lesson reflection.

Student focus group notes

**Peer evaluations: student to student feedback**

--Science: Guided peer evaluation with rubric to learn how to use the rubric. Look at their own and grade based on what they determined to be the norm. Lab rubric activity (anonymous)- very effective

--Fine Arts: Critiques: Use them for mixed groupings, advanced students help other students.

--ROTC: Peer evals for uniform inspections AND WRITING

--PE: Informal peer eval of movement forms for common understanding (verbal)

--ELA: Peer to peer writing workshops (planning, revising, editing) - effective if they are modeled, scaffolded.

--ASK: T-chart (plus/delta) to do a group evaluation for an activity

**Students Reflect on own Learning**

--Science: Bellwork and exit passes, self assessment using a rubric

--Fine Arts: Band - After a concert, student vocalize their experience, give suggestions

--Math: Self reflection after every summative assessment, explain why they got things wrong and do corrections. Exit passes and bellwork.

--JROTC: Exit passes, bellwork, Reflection on every summative

	<p>assessment</p> <p>--PE: Written reflections show what needs to be retaught.</p> <p>--ELA: Informal class discussion, raise of hands. Formal - exit passes, self reflections to help find strengths and weaknesses.</p> <p>--CTE: self reflections after summative assessments, impact is on planning</p> <p>--ASK: reflections and sharing, impact allows adjustments to be made for actual projects and/or instruction</p>
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**Differentiating the Teaching/Learning Process**

**D2.5. Indicator:** Assessment data is collected, analyzed, and used to make decisions and changes in the curricular and instructional approaches.

**D2.5. Prompt:** *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>The data team process guides their curriculum and instructional strategies. These professional discussions allow teachers to hear about and learn from other teachers.</p> <p>Teachers use the pacing guide to ensure all the standards and benchmarks are addressed and utilize strategies to re-teach essential skills in a mini-lesson or a bellwork activity to ensure all students are achieving the standards.</p> <p>The Academic Review Team (ART) is a committee comprised of teachers from the various departments, academic coach and administration. ART meets on a weekly basis to review and discuss school-wide data.</p>	<p>Data team binders</p> <p>Pacing guides Individual teacher lesson plans and student work</p> <p>ART minutes</p>

**Monitoring of Student Growth**

**D2.6. Indicator:** The school has an effective system to monitor all students’ progress toward meeting the academic standards and General Learner Outcomes.

**D2.6. Prompt:** *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and General Learner Outcomes.*

Findings	Supporting Evidence
<p>The school utilizes Jupiter Grades, an online grading system, to monitor student progress. Through Jupiter Grades summative data is collected at the end of the quarter to help monitor students progress in meeting the academic standards.</p>	<p>Jupiter Grades Summative data pull (quarterly)</p>
<p>Mid-quarter progress reports mailed home to parents of all students assists in progress monitoring.</p>	<p>Progress report sample</p>
<p>Special education data binders enables teachers, students and parents to monitor progress towards academic goals and the GLO. Included in the bonder are monitoring reports submitted by teachers which document student progress.</p>	<p>Special education data binder sample Monitoring report template</p>
<p>The data team process includes the compilation of a binder which documents student progress towards academic standards and GLOs through as teachers record student growth throughout the year.</p>	<p>Data team binder</p>
<p>Those teachers required to complete an SLO maintain a record sheet chronicling student progress towards the selected learning goal.</p>	<p>SLO binder</p>
<p>All teachers iPDP include a record sheet of student progress towards the professional goals established in tehir plan.</p>	<p>Sample iPDP</p>
<p>ELL monitoring and assessments conducted through both program expectations and course instruction.</p>	<p>ELL binder</p>
<p>This school year, 2015-2016, the ELA department administered the Gates Macginitie reading assessment to all students identifying each students' Lexile level.</p>	<p>ELA assessment schedule</p>
<p>All 11th grade students complete the Hawai'i Smarter Balanced Assessment</p>	<p>SBA data</p>

**D3. Assessment and Accountability Criterion**

The school, with the support of the complex area and school community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the General Learner Outcomes.

*Kalāheo’s organizational and communication structures offer opportunities for systemic assessment and monitoring of achievement of the academic standards and GLOs. The assessment and monitoring systems include a process for communicating information and decision making between departments, leadership, faculty, staff, and community. The Hawaii State Assessment, common course assessments, Jupiter Grades, and pacing guide data to assess and inform instruction and student progress; data team collaboration includes the development and monitoring of instructional strategies used to improve student performance; administrative and colleague walk-throughs provide professional feedback to teachers; teachers use feedback to reflect on the effectiveness of instructional practices. The Academic Review Team (ART) monitors department data to determine where supports are needed. Teachers often times contact parent/guardians to discuss student progress, and key stakeholders have regular meetings to discuss student progress.*

**Assessment and Monitoring Process**

**D3.1. Indicator:** Key stakeholders are involved in the assessment and monitoring process of student progress.

**D3.1. Prompt:** Evaluate the impact of stakeholder involvement in assessing and monitoring student progress.

Findings	Supporting Evidence
Parents/Guardians are informed of student progress through: Jupiter Grades and report cards/progress reports, and student work samples.	Jupiter Grades Progress reports/Report cards IEPs/504 Special education data binders
Teachers often times contact parent/guardians to discuss student progress. This one to one contact typically has an impact on the student’s progress.	Phone logs Emails logs Jupiter Grades archived messages
Data teams meet to discuss student progress; reports submitted to department and to ART.	Data team forms and minutes
Key stakeholders have regular meetings to discuss student progress. The various groups include: PTSA, SCC, department, faculty, data teams, OLT, ART, SEC, Peer Review, Core meetings, IEP meetings, 504 meetings.	Meeting minutes Strive HI Results SSIR Report



## Reporting Student Progress

**D3.2. Indicator:** There are effective processes to keep parents and other stakeholders informed about student progress toward achieving the academic standards and the General Learner Outcomes.

**D3.2. Prompt:** *Evaluate the effectiveness of the processes that inform parents and other stakeholders about student achievement of the academic standards and the General Learner Outcomes.*

Findings	Supporting Evidence
<p>Communication to parents/guardians about the timeline for receiving mid-quarter progress reports would support the efficacy of this practice. Currently, the mid-quarter reports are not always reaching home and/or received by parents/guardians.</p> <p>The parent focus group reports the mailing home of mid-quarter progress reports informative and used to discuss achievement of standards with their children.</p> <p>The online grading system, Jupiter Grades, is an effective way to inform stakeholders of student progress towards academic standards. Updating parent information in the system (email, mailing address, etc) as needed would support the efficiency of this communication tool.</p> <p>Parents indicate that while the grades are not always updated in a timely manner by all teachers, the systems features for informing parents is effective (texting alerts, logs, emails).</p>	<p>Mid-quarter reports (dates and method delivered)</p> <p>Parent focus group</p> <p>Jupiter Grades</p> <p>Parent focus group</p>

#### D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards and the General Learner Outcomes guides the school’s program, regular evaluation and improvement, and the allocation and usage of resources.

*Kalaheo utilizes a collaborative approach to developing the academic and financial plan. The process involves analyzing formative and summative performance assessment data, identifying student needs, and planning appropriate curriculum, instruction, and assessment actions to address student achievement needs as well as determining allocation of resources. Assessment results, including common course and summative assessment data, grades, and individual course formative and summative data are analyzed by faculty and staff through various groups (department, faculty, ART, data teams)).*

*Data driven initiatives and allocation of resources include teacher and department development and annual review of pacing guides. This ensures that curriculum, instruction, and assessments are aligned to the standards and GLOs to support student success in achieving the Common Core and HCPS III proficiency. The utilization of Jupiter Grades, Google Apps for Education, and differentiated professional development opportunities encourage the use of best teaching practices and instructional strategies (differentiated instruction, rigor and relevance, effective cycle of instruction, higher order questioning, etc.).*

#### Modifications Based on Assessment Results

**D4.1. Indicator:** The school uses assessment results to modify the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D4.1. Prompt:** *Comment on the overall effectiveness of how assessment results have prompted modifications in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
All teachers at the school review and revise pacing guides every year to ensure that they are meeting benchmarks, standards, and financial/resource obligations. Pacing guides reflect modifications made by teachers based on data team information, test scores, and summative assessments.	Pacing guides
The implementation of GAFE (Google Apps For Education) and the school’s one to one initiative has prompted scaffolded PD for teachers. This initiative will drive professional development, resource allocations, and modification in class activities.	GAFE meeting minutes GAFE slideshows for PD
After-school / morning tutoring (math) is provided daily to all students as well as, study hall for all other content areas in order to provide continuous academic support.	Sign-in sheets Educational Assistants’ observations/reports

<p>In response to various assessment results, purposefully planned professional development activities targeting ELL and RTI strategies have been provided to teachers.</p> <p>The school-wide writing initiative was designed to address the need for evidence-based writing proficiency after summative writing assessments and PTP reflections demonstrated lack of aptitude. The school initiative supports the complex K-12 writing initiative designed to articulate the teaching and learning of the evidence-based writing process.</p> <p>Various practices specific to content area have been maintained, modified or begun due to related assessment data. However, there are still areas of curriculum that have not been able to benefit from assessment data due to a lack of disaggregated results.</p>	<p>ELL training agenda RTI training agenda</p> <p>Writing initiative documents Kalaheo complex writing keystones documents</p> <p><b>Practices in use prompted by assessment results:</b></p> <p>--Science: Academic vocabulary focus; Bio EOC and ACT shifted how questions are asked so teachers provide inquiry based assignments.</p> <p>--Math: Integrate SBAC into the curriculum. Training teachers in common core and UH common core. PD to plan for SBAC pull-outs and mini lessons. Going to visit schools to learn from different math dept on integration of common core into the curriculum. Use of DOK <sup>3</sup>/<sub>4</sub> questions with written explanations included in instruction.</p> <p>--JROTC: Federal assessment and end of year report drive our focus. Hence, more community service mentoring versus competition and science integration.</p> <p>-- ELA: PTP best works log and narratives led to the writing initiative; synthesis essay growth data informs instruction</p> <p>--ELL: Achieve 3000 for non-fiction and fluency.</p> <p>--Social Studies: Summative/formative activities drive instruction, EOCs, use of common rubrics for the writing initiative</p> <p>--School wide:</p>
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	<p>Writing Initiative synthesis summative essays GM Lexile Tests: Target groupings, synthesis growth chart</p> <p><b>What assessments results would you like to have? Impact?</b></p> <p>--Science: SBA score before the end of the year , EOC exams for all science courses to find gaps in teaching, comparison to state, etc.</p> <p>--Math: need a way to analyze assessment results.</p> <p>--Social Studies: Student at a glance sheet (like that of special education) for all students</p>
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**ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

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

- Kalaheo High School teachers have utilized the data team process to drive curriculum and instructional strategies. The data team process has brought about common assessments, common rubrics, and the professional discussion about instructional strategies.
- The ELA and History departments have fine tuned their common summative assessments (synthesis essay and DBQs) and currently use common rubrics within data teams. Through their data teams both departments are now working on norming grades.
- The Career & Technical Education (CTE) department created the curriculum share-out process in which they are able to discuss curriculum with their peers and get feedback. This professional discussion has led to a focus on assessments and the development of growth rubrics for each pathway.
- Kalaheo High School in the process of successfully implementing data teams, data team forms, classroom check-in forms, and the Academic Review Team (ART) to assist in guiding summative and formative assessments. The data team process has allowed for teachers teaching common subjects and/or grades to collaborate on common formative assignments and summative assessments. Teachers use this opportunity for professional dialogue to address student needs in the classroom.

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

- Clarify the efficacy of school-wide programs based on assessment results.
- Increase regular discussion about and use of RTI strategies.
- The way in which information is disseminated to various key stakeholders needs to be well thought out, deliberate, and consistent. Improve the use of Jupiter Grades, mass messaging system, the school website, and school gmail accounts.
- Increase school staff discussions, as a school staff about assessment results to help guide the school wide initiatives, PD, and allocation of resources.
- Research and develop ways to increase parental participation in monitoring, communicating and supporting their student's academic progress utilizing Jupiter Grades, the school website, mass messaging and g-mail accounts.
- Address and quantify annual goals for math. Focus on enhancing math articulation and instructional strategies.

**E. QUALITY STUDENT SUPPORT for STUDENT PERSONAL and ACADEMIC GROWTH**

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

**E1. School Culture Criterion**

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

*Kalaheo encourages the regular engagement of parents and community stakeholders in the teaching and learning process for all students to ensure understanding of the academic standards and GLOs. Whether it is through Open House, informational parent meetings regarding academics and/or athletics, or through the school website and monthly newsletter, Kalaheo employs a range of strategies to increase the participation of its stakeholders. Additionally, building community partnerships with as many programs as possible is important to maintaining student engagement.*

**Parent Engagement**

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

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

Findings	Supporting Evidence
<p>School information is provided to parents and the community through a variety of media.</p> <p>The parent focus group reports that the regular newsletters provide an opportunity to dialogue with their child (ren) about school events/opportunities..</p> <p>Parents are invited to attend a variety of school and athletic events. Including but not limited to:</p> <ul style="list-style-type: none"> <li>Commencement</li> <li>Make a Difference Day</li> <li>CTE Showcase</li> <li>Art Show</li> <li>English Drama Play</li> <li>Anatomy Night</li> <li>Otake Concert</li> <li>Spring Band Concert</li> <li>NJROTC Review Day</li> <li>Aina Club’s Earth Day</li> <li>Academic Awards Night</li> <li>Athletic Night/event</li> </ul>	<ul style="list-style-type: none"> <li>Opening Year Packet/Handbook</li> <li>School website</li> <li>Twitter for athletics</li> <li>Jupiter Grades</li> <li>School Newsletter</li> <li>College &amp; Career Newsletter</li>   <li>School newsletter</li> <li>Event programs</li> </ul>

<p>Information about our school and its programs is provided to parents and the community at a variety of school events: Open House, Assemblies (Drug Assembly, Awards Ceremony, etc.), Blood Drive, Parent Nights (College and Career Readiness program), Advanced Placement Parent Night, and Hiki No video productions.</p> <p>Parents report the invitation to attend Open House with their child(ren) provides an early start to the home-to-school partnership</p> <p>Parents are invited to participate in the PTA and/or School Community Council.</p> <p>Kalaheo has a PCNC who communicates information to parents and involves them in school activities.</p> <p>Teachers, counselors, administrators, and parents on occasion make phone calls/send emails to communicate student needs/concerns.</p> <p>Special Education teachers hold IEP meetings with parents, administrators, counselors, teachers, other specialists, and students.</p> <p>Counselors hold 504 meetings with parents, teachers, administrator, and students.</p>	<p>School Calendar School Newsletter Hiki No videos and event programs</p> <p>Parent focus group</p> <p>PTA membership SCC minutes</p> <p>School Newsletter and website Teacher Wish Lists Make a Difference Day Spring Fling Teacher Appreciation events</p> <p>Emails Phone Logs Jupiter Logs</p> <p>Special Education student data binders IEP meeting sign-in sheets</p> <p>504 meeting minutes</p>
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**Community Resources**

**E1.2. Indicator:** The school uses community resources to support students, such as professional services, business partnerships, and speakers.

**E1.2. Prompt:** *Evaluate the effectiveness of the school’s use of community resources to support students, such as professional services, business partnerships, and speakers?*

<b>Findings</b>	<b>Supporting Evidence</b>
Guest speakers are invited to some classes to expand students knowledge, share industry standards and expectations of the	Lesson plans including guest speaker presentation

<p>workforce as well as, prepare students for their post secondary goals: History-Legislative Roadshow &amp; Bankruptcy court judge Science (Non-profit organizations, National Oceanic Atmospheric Association), CTE (Career Speakers), Peer Education Program (PEP), Polynesian Dance (Kumu Hula), NJROTC, Special Education (Division of Vocational Rehabilitation)</p> <p>Kalaheo’s partnership with the Positive Coaching Alliance provides guest speakers to address student athletes.</p> <p>In school year 2014-15, Kalaheo CTE program joined the CTE Windward Academy. This structure was created to increase partnerships with CTE teachers and students. Currently there are over 30 partners that Kalaheo CTE teachers can access. Thus far, Kalaheo has partnered with Kokua Hawaii Foundation for an Earth Day celebration and KUPU for the development of a brand new Natural Resources Core class.</p> <p>Business partnerships with the CTE program provide equipment and travel expenses for Learning Center students. Industry partnership between the Learning Center and PBS Hawaii. CTE building and construction program partners with Honolulu Community College (HCC). Articulation between the program and HCC allows students to earn HCC credits.</p> <p>Community partners provide work sites for students in work based learning.</p> <p>Sports Calendar Poster provided to school community (Fall, Winter, Spring) showcases business partners of the Athletic Department.</p> <p>A community resource partner gives teachers an opportunity to request classroom supplies.</p>	<p>Sports Night Program</p> <p>Windward CTE Academy includes: PD opportunities, Curriculum Development, K-12 Articulation, Program partnerships</p> <p>Film Tax Credit (provides .1% of total revenues) Hiki No broadcast schedule and awards HCC numbers</p> <p>Monthly work calendars</p> <p>Sports Calendar Posters</p> <p>Wishlists Teacher interview</p>
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**Parent/Community and Student Achievement**

**E1.3. Indicator:** The school ensures that the parents and school community understand student achievement of the academic standards and General Learner Outcomes through the curricular/co-curricular program.

**E1.3. Prompt:** *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards and General Learner Outcomes through the curricular/co-curricular program.*

<b>Findings</b>	<b>Supporting Evidence</b>
The Opening Year Parent Packet including the School Policies and Procedures Handbook is provided to every student.	Advisory Lesson (Distribution/Review of the



<p>Teachers are required to send home a Standard-based Course Syllabus and Welcome Letter to parents for each student. The parent focus group reports needing to use the syllabus to understand course expectations.</p> <p>Jupiter Grades is one way parents can access student academic information and communicate with teachers. Some teachers utilize Google classroom or have their own website to communicate curriculum.</p> <p>Mid-Quarter Progress Reports and Quarterly Grade Reports regularly provide parents with student achievement information. To ensure parents are receiving reports, means of communication include: mailing reports home, distributing reports in Advisory, and informing parents through our mass messaging system.</p> <p>Advisory lessons and PTP Portfolio reflect achievement of academic standards and General Learner Outcomes (GLOs).</p> <p>Academic Grade Checks for athletes on Academic Review Status (ARS) regularly provide parents with student achievement information.</p> <p>Special Education Quarterly Progress Reports and Bi-Quarterly Monitoring Reports with student work samples provide parents with student achievement information.</p> <p>Some classrooms have posted GLO Posters.</p>	<p>Opening Year Parent Packet) Parent Agreement Forms</p> <p>Teacher Standard-based Course Syllabi and Welcome Letters</p> <p>Jupiter Grades Google classroom/gmail</p> <p>Mid-Quarter Progress Reports Quarterly Grade Reports</p> <p>Advisory Lessons PTP Portfolio Best Work Reflection Logs</p> <p>Academic Grade Checks</p> <p>Special Education Student Data Binders</p> <p>Posted GLO Posters</p>
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**E2. School Culture Criterion**

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

*All staff are trained in safety expectations - the physical and emotional safety of students is addressed through enforcement of Department of Education policies and School procedures. Learning supports in the classroom include honoring the differences in students but maintaining consistent high expectations for achievement in every class. Outside observers have noted the positive learning climate in the corridors and the classrooms. The majority of students respect the role of the teacher as instructor and leader of the classroom and address the learning objectives through their engagement with the class lesson.*

*Of note, however, is that some school rules and expectations for student conduct are not uniformly adhered to or enforced in every classroom or across campus. Students and staff know the expectations for being to class on time, dress code expectations, and acceptable instructional use of cell phones in the classroom, but enforcement of the rules and expectations by all staff in every classroom is inconsistent.*

**Safe, Clean, and Orderly Environment**

**E2.1. Indicator:** The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**E2.1. Prompt:** *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety, and c) initiatives and responses to address bullying and harassment.*

Findings	Supporting Evidence
The Opening Year Parent Packet including the School Policies and Procedures Handbook is provided to every student with required forms for students and parents/guardians to sign and return.	School Policies and Procedures Handbook, Parent Agreement Forms, Technology Use Permission Form
All teachers are required to turn in their School Discipline Plans to Administration.	Teacher Discipline Plans
Teachers list their classroom rules and expectations in their course syllabus.	Course syllabus
The student focus groups shared a need for more immediate responses by teachers in the classroom setting regarding rules and expectations so students who want to learn can do so with little to no interruption.	Student focus group
All students and teachers are provided with a Student Planner which includes School Policies and Procedures.	Student Planners

<p>All current 9<sup>th</sup> grade students and parents were provided with the 1:1 Computer Loan Program information. Every student and parent is required to sign the Acceptable Use of Technology agreement. Students participated in a presentation on internet safety with the school librarian and technology coordinator. The technology coordinator monitors student use of profanity/inappropriate comments when using school assigned accounts.</p>	<p>Acceptable Use of Technology agreement Laptop Loan Contracts Student focus group Parent focus group</p>
<p>The parent and student focus groups reported an appreciation for this monitoring system.</p>	
<p>All teachers and staff are required to view required DOE videos including but not limited to: FERPA, Bloodborne Pathogens, Workplace Violence, and Special Education referrals.</p>	<p>DOE Compliance Videos Form</p>
<p>The health aide maintains health records and data, including immunizations, health room visits, and follow-up actions. Additionally, the health aide maintains and distributes emergency action plans for students with medical needs. For interested school personnel, the health aide provided training workshops on diabetes, EpiPen, and seizures. The health aide is also conscientious about monitoring flu-like symptoms.</p>	<p>Observation Health room data/records Health Room procedures and supplies</p>
<p>Kalaheo participates in mock HIOSH/OSHA reviews and corrects problems promptly. CTE classrooms have First Aide Kits and all science rooms have safety showers, eyewashes, and fire blankets.</p>	<p>Mock HIOSH/OSHA reviews Room Inspection</p>
<p>CTE, Science, and Art teachers maintain MSDS forms or computer database listing products used in their classrooms.</p>	<p>MSDS binders/folders</p>
<p>Teachers provide safety training and administer assessments in classes as needed in order to implement safety standards.</p>	<p>Safety Training lessons &amp; assessments (7 Science, 4 CTE, 2 Fine Arts, 4 PE, and CBI teachers in Special Education)</p>
<p>The discipline plan and Chapter 19 booklet are included in start-of-the-year packets for both students and teachers. As appropriate throughout the school year, the plan is referenced by administrators and other school personnel when addressing disciplinary matters.</p>	<p>School discipline plan Discipline reports Chapter 19</p>
<p>Peer Education Program's anti-bullying and harassment activities</p>	<p>PEP Anti-Bullying &amp; Harassment</p>

<p>involve visiting classrooms on campus with student speakers. PEP has brought in motivational speakers and community partners to do full school assemblies on bullying and drug use and abuse.</p> <p>The Wellness and School Climate Committee meets monthly to discuss health and wellness concerns and initiatives as well as, promote and provide community building experiences.</p> <p>Emergency and major announcements are communicated to students, faculty, and staff via the Kalāheo Emergency Broadcast System (phone system audio) and closed-circuit Mustang News broadcasts.</p> <p>The safety committee is comprised of an administrator, acting head custodian, school safety manager, school food services manager, health aide, science department representative, a Career-Technical Education teacher, and a classroom teacher. The committee meets quarterly to assess security, health concerns, and the safety of the physical plant. All minutes are submitted to the DOE’s Safety and Security Section. The committee annually oversees the fire inspection and mock OSHA inspection. Additionally, an annual school inspection is organized by the vice principal in charge of facilities. Data is collected and submitted to the health aide on student and faculty/staff accidents and injuries resulting from physical education or athletic participation.</p> <p>The safety plan is in line with state requirements and includes procedures for responding to emergencies. The school is in compliance with all emergency drills: quarterly fire drills, annual campus evacuation, shelter-in-place, and lockdown. A safety vest and a red binder with emergency plans and expected teacher responses are distributed to each teacher and staff member. Teachers and staff are trained for specific responsibilities. The Fire Department conducts an annual school Fire Inspection.</p> <p>The absence of a head custodian impacted adequate supervision of custodial staff. In 2015 a permanent head custodian was hired. The vice principal in charge of custodians has provided guidance with leadership and supervision of a team, establishing weekly meetings, regular communication between the custodial staff and</p>	<p>Lesson Plans  Student powerpoint presentations  Assembly schedule</p> <p>Wellness/School Climate  Committee minutes  Wellness Initiatives  Wellness event flyers</p> <p>Archived mass messages  Mustang news broadcasts</p> <p>School safety committee reports, checklists, and minutes  School inspection reports  Mock OSHA inspection reports  Accident and injury data</p> <p>Red emergency binders with  Safety Plan  Campus Evacuation Areas Map  Fire reports</p> <p>Custodial team meeting minutes  Supervising Vice Principal’s observations</p>
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<p>administration as well as, creating schedules to ensure expectations of the job are not overlooked. Due to teacher and student feedback, in school year 2015-2016, the monitoring of classroom maintenance has been established. Teachers and staff notify supervising Vice Principal regarding classroom/office cleanliness.</p> <p>The student focus group agreed that Kalaheo is a safe environment to learn. They acknowledged that bullying is present, but not a major problem on campus. The parent focus group indicated bullying is not a concern and are confident students report such incidences to teachers and/or administration.</p> <p>The student focus group identified areas needing improvement in regards to cleanliness: bathrooms occasionally lack soap and paper towels and rooms on campus are not always cleaned well.</p>	<p>Student focus group notes Parent focus group notes</p> <p>Student focus group notes</p>
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**Expectations for Behavior**

**E2.2. Indicator:** The school maintains clear expectations for behavior that support learning, growth, and development.

**E2.2. Prompt:** *Evaluate the school's efforts to ensure that there are clear expectations for behavior that support learning, growth, and development.*

Findings	Supporting Evidence
<p>The school provides information with clear expectations for behavior to students and parents through a variety of media.</p> <p>Information is provided to students daily through the Mustang Media Morning News Broadcast, which can include information concerning behavior expectations in the classroom, on campus and/or at school events.</p> <p>Teachers provide clear expectations for behavior in their classrooms by providing students &amp; parents a course syllabus for each course they teach which includes their classroom management plan. Additionally, some teachers post their classroom rules, post &amp; refer to the GLO posters, post the Dress Code poster, and manage classroom behaviors.</p> <p>Teachers establish clear expectations for behavior by consistently implementing their classroom discipline plan, implementing student Behavior Support Plans (BSPs), submitting referrals as needed, and</p>	<p>Class syllabus School website Opening Year Packet School Newsletter Student Planner</p> <p>Morning News Broadcasts</p> <p>Teacher Course Syllabi Forms GLO posters Dress Code posters Classroom management plans</p> <p>Teacher classroom management plans student BSPs</p>

<p>contacting parents.</p> <p>According to the 2014-2015 SQS data, 35.6% of students surveyed agree there are clear rules to ensure students' safety at school.</p> <p>Behavior expectations for assemblies, speaker presentations, the library, the computer lab, and the health room are printed and shared with students and teachers.</p> <p>The custodians report concerns to their supervisor and administration regarding student misuse of facilities (i.e. throwing paper towels on floor, filling sink with soap, not throwing trash in a receptacle).</p> <p>Security Personnel are stationed on campus ensuring that behavior in the classrooms and on campus is appropriate and supportive of the learning environment. Security personnel report areas of need include: consistency with off-limits areas, students adhering to detention, and inappropriate use of bathrooms (graffiti, smoking, misuse of supplies).</p> <p>Administrators and counselors meet with students in need of behavior supports.</p> <p>Student athletes sign a player contract for each sport they participate in order to ensure the athletic program is an extension of Kalaheo High School's educational standards. Coaches of every sport sign an agreement indicating they understand the requirement to use positive coaching practices and communication w/students.</p> <p>School policies and procedures acknowledge the correlation of student achievement to attendance and behavior. The administration continues to enforce the existing attendance policy. Referral, disciplinary, and attendance data is kept in the eCSSS database.</p> <p>The student focus group felt that there is a range of effectiveness when it applies to teachers managing behavior in the classroom. Strategies they felt worked were bell to bell instruction, clear expectations, fairness, consistency, and mutual respect. Students agreed that behavior improves in the higher grade levels.</p>	<p>Teacher phone/email logs</p> <p>SQS Report</p> <p>Behavior expectation flyers</p> <p>Custodial staff interview</p> <p>Security Assignments</p> <p>Referral logs Administrator/counselor interview</p> <p>Player agreements Coach agreements</p> <p>Attendance policy Referral and disciplinary action data Detention Logs</p> <p>Student focus group notes (cards and posters)</p>
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## High Expectations for Students

**E2.3. Indicator:** The school has high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.3. Prompt:** *Evaluate the school's work to ensure high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
<p>Programs that address specific target groups include the credit recovery, ELL, 504, and SPED programs.</p> <p>Kalaheo uses the Brigham Young University Independent Study Program as well as, the Hawai'i Department of Education ESchool Program as credit recovery options for students. Both programs have course offerings similar to Kalaheo's, and students are able to recover credits throughout the school year and during the summer. Online Credit Recovery Classes that may be taken during the school day support students in meeting graduation requirements.</p> <p>English Language Learners (ELL) is a Federal program for non-native English speakers. The ESLL program is designed to assist non-English and limited-English speakers to acquire basic English language and "real life" skills so they can adjust and function successfully in regular classes. The main objective is to increase basic skills: listening, speaking, reading, and writing. Classroom activities focus on helping students feel good about themselves and others, to learn about their community, Hawai'i, the United States, and other world cultures.</p> <p>A 504 plan identifies the modifications and accommodations that are needed for eligible students. This allows them the opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or laptop for taking notes. Alpha counselors serve 504 students.</p> <p>Special education addresses the students' individual differences and needs. Special education students are instructed in resource and inclusion classes; content standards are the basis for all learning goals and objectives. Additionally, two self-contained SPED classes address the needs of specific special education students on certificate track. School-Based Behavioral Health counselors serve special education students and are also available to the general student population. Educational Assistants (EAs) are placed in inclusion classes and</p>	<p>Teacher and Student Special Education Binders Individual Education Plans(IEPs) Modification plans 504 plans Eschool roster BYU roster Hybrid class roster</p>

<p>elective classes to assist the classroom teacher with students with Special Education needs so students can access the standards-based curricula.</p> <p>Administrators monitor teaching objectives, the level of student engagement, and progress on pacing guides during walk-throughs. Teachers' pacing guides and assessments set high expectations for student achievement.</p> <p>The school continues to provide opportunities for students to challenge themselves by self-selecting Advanced Placement (AP) and Honors courses in core subjects. The open enrollment policy continues to increase AP enrollment and a greater number of AP exam participants. Seniors have the option of enrolling in running start program to earn high school and college credits concurrently.</p> <p>All students complete the PTP (Personal Transition Plan) Portfolio as a requirement for graduation which includes 8 Best Works of their individual choice.</p> <p>Offered Elective courses are predicated on student interests</p> <p>Beginning this school year, the completion of a Senior Project is an option for seniors striving to earn the Board of Education Academic Honors Diploma. The Senior Project is a comprehensive learning experience that provides students with the opportunity to demonstrate advanced proficiency in the attainment of the General Learner Outcomes through a project that is focused on career interest, service learning, or a student's personal interest. Participating students are required to have a faculty mentor and a community mentor.</p> <p>The before school and after school Study Hall programs support students' individual needs.</p> <p>Several options are available to help students with personal development and educational goals. The college and career counselor provides an opportunity for students to meet college speakers and assists students with college admission and financial aid applications. The alpha counselors visit with all grade level students to present their programs and services, including course planning and conducting student credit checks.</p>	<p>Professional development activities</p> <p>Administrative walk-throughs</p> <p>Pacing guides</p> <p>Lesson Plans</p> <p>Data Binders</p> <p>Kalaheo Course Catalog</p> <p>Master schedule</p> <p>Enrollment data</p> <p>PTP Portfolios</p> <p>Master schedule</p> <p>Senior Project letters of intent (class of 2015)</p> <p>Senior Project research papers</p> <p>Senior Project presentations</p> <p>Study Hall Logs</p> <p>Counseling program</p>
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<p>School clubs, the NJROTC program and athletic teams are available to all students at Kalaheo High School. Any student can request to establish a club once they have secured an advisor.</p> <p>Students can apply to the NHS (National Honor Society) club if they meet academic and leadership criteria.</p> <p>An annual Scholarship/Awards Night honors a variety of students for their academic and/or athletic achievements.</p> <p>The student focus group reports teachers at Kalaheo help students if they are struggling, care about how students feel about completing an assignment, and promote a “can do” feeling in an environment that honors individual differences and is conducive to learning.</p>	<p>Approved club list NJROTC enrollment number Athletic team counts</p> <p>NHS roster NHS criteria</p> <p>Awards Night Invitation and Program</p> <p>Student focus group</p>
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**Culture of Trust, Respect, and Professionalism**

**E2.4. Indicator:** The school has a culture of trust, respect, and professionalism among all members of the school community.

**E2.4. Prompt:** *To what degree is a culture of trust, respect, and professionalism demonstrated by all members of the school community?*

Findings	Supporting Evidence
<p>All teachers and non-classroom teachers (NCT) must complete Educator Effectiveness System requirements which may include classroom observations, evidence of core professionalism, and an individualized professional development plan.</p> <p>Faculty members assist with PD about the Special Education program, RTI strategies, the ELL program, Google Apps for Education, and instructional strategies.</p> <p>The annual student Tripod Survey completed by students to evaluate the effectiveness of their classroom instruction, engagement, and the environment indicates an increase across all components over the last three years. Specifically, teachers have received positive feedback in regards to Care (increasing from 46%-59%), Captivate (45% to 55% increase), and Confer (increasing from 39%-51%).</p> <p>All teachers and staff are required to view required DOE videos including but not limited to: FERPA, Bloodborne Pathogens, Workplace Violence, and Special Education referrals.</p>	<p>PDE3 EES reports iPDP sample</p> <p>School calendar PD handouts</p> <p>Tripod survey school report Fall 2012, 2013 and 2014 Teacher tripod reflection</p> <p>DOE Compliance video form</p>

<p>Faculty, staff, and students are required to follow state and school policies (ie. dress code, discipline, safety). The staff and students report inconsistency in the enforcement of policies for the different role groups. There is a need to consistently communicate procedures and corresponding expectations.</p> <p>Data Team teachers have shared NTP (Non Teaching Period) periods and meet weekly.</p> <p>School Tasks are assigned to each teacher and require NTP time when necessary.</p> <p>Teachers/NCTs may be asked to attend student support team (SST) meetings, initial eligibility meetings for 504 and special education, IEP and/or 504 meetings during their NTP time.</p> <p>The Teen Care program is available for all students on campus and is strictly confidential.</p> <p>MFLAC services provided to military dependents</p> <p>The NJROTC program conducts a Flag Raising Ceremony once a week as well as raise and lower the flag each day. The JROTC program participates in camps, trainings, and ceremonies throughout the school year.</p> <p>The ASK program participates in camps, ceremonies, Freshman Orientation, and Kokua Buddies throughout the school year.</p> <p>ASK recognizes an outstanding student and staff member each month.</p> <p>Students are recognized by their teachers quarterly with PRIDE Awards. Nominees for the PRIDE awards demonstrate positive attitude, responsibility, integrity, discipline and excellence.</p> <p>“Meeting Norms” are posted and reviewed at faculty meetings to assist a culture of trust, respect, and professionalism. The norms</p>	<p>Faculty, Staff, and Student Opening Day packets Student focus group Teacher home group input</p> <p>Meeting minutes Data binders</p> <p>Teacher task assignments Quarterly logs</p> <p>IEP/504 meeting sign-ins SST/initial eligibility sign-in</p> <p>Teen Care handouts/email</p> <p>MFLAC representative discussion</p> <p>NJROTC event schedule</p> <p>ASK events schedule</p> <p>Student/staff of the month nomination form</p> <p>PRIDE Awards</p> <p>Posted Meeting Norms</p>
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<p>are:</p> <p>Begin and end our meetings on time (remain fully engaged)</p> <p>Maintain a positive attitude (reflect, not deflect)</p> <p>Listen respectfully to each other (no sidebar conversations)</p> <p>Be solution oriented (always be part of the solution, not the problem)</p> <p>Faculty Meeting agendas may include an opportunity for the sharing of “Bright Lights” - positive personal and/or professional experiences teachers and staff want to share with the school community.</p> <p>This school year, the Mustang Media students are creating video segments on each of the school custodians to feature on the morning news. Other role groups to consider showcasing are the security, cafeteria, and office staff.</p> <p>Students and staff members are encouraged to participate in wearing college t-shirts on College &amp; Career Wednesdays and Kalaheo t-shirts on Mustang Fridays.</p> <p>Teacher Appreciation is sponsored by the PTSA and ASK.</p> <p>Administrator walk throughs and formal classroom observations note that students are engaged to varying degrees in their lesson activities.</p> <p>Two instances of outside visitors have commented on the positive school climate evident during their classroom visits</p> <p>The student focus group felt that when a teacher, administrator, or other adult shows respect towards them, the respect is returned.</p>	<p>Bright Lights Documentation</p> <p>Mustang media video clips</p> <p>College/Career Wednesday and Mustang Friday Handouts</p> <p>Meeting Minutes</p> <p>Invitations</p> <p>Danielson observations</p> <p>Guided visit dates (October 2015)</p> <p>Student focus group notes</p>
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**E3. Student Support Criteria**

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

*Kalāheo recognizes that a system of support services, to address student academic and personal development, is necessary to ensure student success at the high school level and for students to become lifelong learners. A variety of programs are available that support academic achievement and prepare students for higher education, future employment, and responsible citizenship.*

**Adequate Personalized Support**

**E3.1. Indicator:** The school ensures that every student receives appropriate support services in such areas as academic assistance, health, career, and personal counseling.

**E3.1. Prompt:** *Evaluate the availability and the adequacy of services to support students in such areas as academic assistance, health, career, and personal counseling.*

Findings	Supporting Evidence
<p>The school employs three full time counselors who offer individual/group counseling regarding academic, social/emotional, and college/career needs; and monitor students with 504 plans, ensuring these students’ needs are met. Additionally, counselors hold parent conferences as needed to discuss academic and behavioral issues impacting learning.</p>	<p>Counselor logs School Evaluation Committee (SEC) minutes</p>
<p>The two behavioral health specialist (BHS)counselors provide psycho/educational counseling to special education students, develop behavior support plans (BSP), and support students’ personal and academic growth.</p>	<p>SEC minutes Counselor logs</p>
<p>The student services coordinator (SSC) facilitates the following to support students: monthly peer reviews for identified 504 and special education students, monthly major core meetings for general education students with identified concerns and who may be identified as needing a student support team meeting, holding student support team meetings as many times as needed, and conducting initial eligibility meetings for 504 and special education eligibility.</p>	<p>SSC calendar Meeting minutes SSC interview</p>
<p>Military and Family Life Counseling (MFLC)program offers private and confidential non-medical counseling service to military family service member’s children. The counselor is available on campus 2-3 times a week.</p>	<p>MFLC flyer</p>

<p>The College &amp; Career Center (CCC) (one counselor and one clerk) provide resources for post secondary planning (college counseling, testing information, college &amp; career off-campus visits, college speakers, financial aid and college informational meetings, and parent/student conferences as requested).</p>	<p>School newsletter College and Career Center Newsletter Off-campus visits schedule CCC sign-in sheets</p>
<p>The student and parent focus groups indicate the College and Career Center as a valuable service made available to all students.</p>	<p>Student/ Parent focus group notes</p>
<p>The library is available to students from 7:45 am – 3:30 pm. Students have access before/after school and during the lunch and recess breaks. Teachers may also send students with a pass to the library during the period to receive necessary supports. The library offers book borrowing, print, online, and office services like printing and copying. Library catalog and library subscription databases are accessed via the library page on the school web site and are available from any online computer</p>	<p>Library passes and sign-in sheets</p>
<p>Special education teachers hold annual IEP meetings with parents, student, administrator and teachers to discuss academic progress as well as, behavioral concerns.</p>	<p>Special Education Student Data Binders Quarterly Progress Reports with Evidence IEPs</p>
<p>Teachers provide progress reports and grade checks as needed as a means to provide academic support.</p>	<p>Mid-quarter progress reports Master calendar</p>
<p>The School Evaluation Committee (SEC) meets once a month to discuss needs of students having difficulty in academic/personal life. Services, alternatives, and action plans are considered. The team is comprised of counselors, BHS counselors, VP, Teen Care outreach counselor SSC, and special education department head.</p>	<p>SEC minutes</p>
<p>All students have access to before school and after school study hall programs for academic support.</p>	<p>Study hall sign-in sheets EA schedule</p>
<p>The student focus group recognizes the after school study hall helps students to catch-up and provides assistance yet, the students would like to have teachers more readily available after school</p>	<p>Student focus group</p>

<p>Teen Care is a program on campus to assist students dealing with substance abuse. A referral process is in place for self-referral as well as, teacher/counselor referral.</p>	<p>Teen Care Information Teen Care sample units</p>
<p>The student focus group could identify the various individuals to seek out for support in academics, health, career, and counseling. Overall, students feel they have adequate support on campus.</p>	<p>Student focus group notes (cards and posters)</p>
<p>The parent focused group identified adequate services have been available to support students. The parent focus group indicated that while these services are available, streamlining the processes in which to receive service can improve (i.e. requesting transcripts).</p>	<p>Parent focus group notes</p>

### Direct Connections

**E3.2. Indicator:** The school demonstrates direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services.

**E3.2. Prompt:** *Evaluate the direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including supports and services for students who are at-risk.*

Findings	Supporting Evidence
<p>The School Budget is determined in large by the WSF (Weighted Student Formula) Funds. The school's Operational Leadership Team collaborates with the principal to provide input regarding how the WSF funds are expended aligned with the Academic plan. Ultimately, the School Principal decides what positions and/or budgets will be funded.</p> <p>General Education Article 6 teaching positions are based on the number of students with Special Education needs who are included in general education classes.</p> <p>Special Education teachers and Paraprofessionals (EAs) are allocated to the schools by the district, paid with Federal funds.</p>	<p>Academic Plan Budget Master schedule of teacher lines</p> <p>Academic and Financial Plan</p>
<p>The MFLAC position is funded by the Department of Defense.</p>	<p>MFLAC Brochure</p>
<p>The Teen Care Program and Counselor are funded by Hawaii Department of Health grants.</p>	<p>Teen Care Information</p>

**Strategies Used for Student Growth/Development**

**E3.3. Indicator:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for intervention.

**E3.3. Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
Common Core and HCPS III Standards are addressed by all teachers in the lessons they teach.	Meeting Minutes, Data Binders, Individual Data Sheets Pacing guides
ELA teachers engage in Springboard training for language arts 9-12 to ensure quality student learning and teaching.	Springboard Training, Materials, Agenda, and Registration on PDE3 Springboard Trainer available on campus
Students and teachers were provided with Smarter Balanced Assessment training/practice sessions (Math and English) to better understand the new state assessment tool.	SBAC Training Dates and Instruction
PD presentations on differentiated instruction with RTI strategies and ELL accommodations. Ongoing PD is needed to support rigorous standards-based curriculum.	Master calendar PD handouts/survey/tools
Teachers report class size as a barrier to effectively implementing instructional strategies which allows students access and progress in the curriculum	Home group feedback
Data Team teachers meet weekly and discuss struggling students and RTI strategies used to support them.	Data Binders Lesson Plans Individual Data Forms
A variety of differentiation strategies are used by core and elective teachers which include but are not limited to use of graphic organizers, tiered grouping, differentiated product, multisensory learning, writing prompts, chunking, hands-on activities, learning	Data Binders Sample lesson plans SLO/iPDP plans Classroom observations

<p>styles activities, tutoring, retesting, reflection, cooperative learning, error corrections, jigsaw notes, project-based learning, small group work, modeling and use of teacher examples.</p>	<p>Walk-Thru forms Check-in forms</p>
<p>Teachers include the following instructional goals in their SLO/IPDP Plans — SMARTe Writing Goal, SMARTe College and Career Goal, PIP (Powerful Instructional Practice), RTI (Response to Intervention) Strategies.</p>	<p>SLO/iPDP Documentation PDE3 documents</p>
<p>Students with special education needs are supported in their least restrictive environment with an IEP and specific accommodations. Alternative instructional options include E-school and off campus programming for some special education students.</p>	<p>Special education student data binders IEPs</p>
<p>Special education students enrolled in workplace readiness class and the CBI class gain experiences in the world of work via work-based learning sites.</p>	<p>Workplace Readiness Class Transition Services</p>
<p>Students with needs supported by a 504 Plan are provided with accommodations specific to their needs and plan.</p>	<p>504 folders</p>
<p>Special education teachers are required to complete quarterly progress reports for students with special education needs which include student work samples showing progress with achievement of the standards.</p>	<p>Special education student data binders</p>
<p>Students and parents are provided access to academic progress in a variety of ways – Progress Reports (Mid-Quarter, Quarter, Semester and Year Grades), Jupiter Grades, Phone Calls, Emails, etc.</p>	<p>ESIS Grade Reports (Mid-Quarter, Quarter, Semester and Year Grades) Jupiter Grades Phone Log Emails</p>
<p>All current 9<sup>th</sup> grade students were provided the 1:1 Computer Loan Program allowing them use of a Chrome Book at school and home.</p>	<p>Computer Loan Program Contracts, Student Count</p>
<p>Certificate track students use ipads regularly as an alternative instructional option.</p>	<p>Classroom observation</p>
<p>In the fall of school year 2015-2016, teachers began differentiated training with Google Apps for Education (GAPE) to encourage use of this program with their curriculum.</p>	<p>Master calendar Sign-in sheets</p>
<p>Each student is required to create a PTP (Personalized Transition Plan) folder which includes an interest/career survey, activities log,</p>	<p>PTP Folders, PTP Lesson Plans</p>



<p>resume, personal statement, and eight best work samples with attached reflection logs.</p> <p>Students and teachers have access to the Computer Labs on campus thus allowing access to and supporting a rigorous standards-based curriculum. Teachers may sign up to use the campus computer labs with the librarian and/or technology coordinator.</p> <p>The Hybrid class supports on-line learning for students enrolled in the DOE e-school courses and also for students enrolled in credit-recovery courses offered by BYU at a cost to the student.</p>	<p>Computer Labs, Computer Lab Schedules</p> <p>Hybrid class rosters</p>
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#### E4. Student Support Criterion

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

*Students are informed of available support services and activities through bulletin announcements, school personnel, the Kalāheo monthly newsletter, Mustang News weekly broadcast, information posted on the Kalāheo website, and event fliers and posters. Students are supported in and outside of the classroom with support services like study hall/ tutoring, online support, para-professionals, and EAs. All students have access to a challenging, relevant, and coherent curriculum. For example, Kalaheo offers an open door policy to enroll students in Honors and Advanced Placement courses. There are 52 athletic teams at Kalaheo so students are encouraged to play sports. There are clubs that meet during lunch or after school. The students in work-study programs work and receive credit; students in life skills class work in the community with partner businesses.*

#### Support Services and Learning

**E4.1. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning within and outside the classroom including ELL, special education, and other alternative learning programs.

**E4.1. Prompt:** Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning within and outside the classroom.

Findings	Supporting Evidence
<p>Students with disabilities are supported/serviced based on their individual 504/IEP Plans with specific accommodations and/or modifications.</p> <p>EAs are placed in specific classes to assist students with Special Education needs</p> <p>Special education students have quarterly Progress Reports. Special education Monitoring Forms and work samples are collected every three weeks.</p>	<p>eCSSS (IEP/504) database confidential folders Red binders/folders are provided to teachers regarding students IEPs</p>
<p>ELL learners are placed in programs based on their WAPT and</p>	<p>eCSSS database</p>

<p>WIDA Access scores. AMAO goals for ELL students are determined by their WIDA Access scores (made gains or exited from the program) at the end of the year.</p> <p>ELL progress reports are in the development stage in SY 2015-2016.</p> <p>A variety of programs depending on needs/eligibility are available to students. Available programs include: Counselor/Admin referrals to outside programs (Olomana, Youth Challenge and Job Corps.), special education connection to DVR (Department of Vocational Rehab), Running Start/Early Admission to College, WCC Upward Bound, Eschool/BYU on-line credits, independent study, Community-based Instruction, inclusion, work study credits.</p> <p>School clubs are open enrollment and meet during lunch period.</p> <p>As a member of the Oahu Interscholastic Association (OIA), all students are encouraged to participate in Kalāheo’s athletic program. To support student athlete academic progress students are monitored through mandatory grade checks. Additional academic support is provided through after-school tutoring.</p> <p>Students are supported in and outside of the classroom with support services like study hall/ tutoring, online support, para-professionals, and EAs.</p>	<p>ELL binder</p> <p>program/service information IEP 504 plans student schedules</p> <p>club rosters</p> <p>Kalāheo athletic reports</p> <p>Tutoring Logs Study Hall Sign-in Sheets Online support through tech Para-professionals/EAs</p>
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**Equal Access to Curriculum and Support**

**E4.2. Indicator:** All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).

**E4.2. Prompt:** *To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum? (Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.)*

<b>Findings</b>	<b>Supporting Evidence</b>
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<p>Students eligible based on IDEA criteria are placed in coursework based on individual IEPs.</p> <p>Kalaheo offers an open enrollment policy for students in Honors and Advanced Placement courses.</p> <p>Each department review/determine the course offerings and registration data as well as recommend course needs/changes. The registrar develops the Master schedule based on students' registration selections.</p> <p>Learning Center coordinator looks at data and completes the State Learning Center report that determines school level funding for Mustang Media.</p> <p>Technology is used and supplemented in classrooms to support accessibility to curriculum. This includes but is not limited to: Google Classroom/sites, Grade 9 1:1 chromebooks, Mobile labs, Achieve 3000, Catch Up Math, and participation in the statewide Stock Market Challenge</p> <p>Additional programs and/or activities are used to support challenging and relevant curriculum :</p> <ul style="list-style-type: none"> <li>College Board Springboard</li> <li>UH Math program</li> <li>CTE performance-based assessments &amp; contests</li> <li>Fine Arts competitions</li> <li>Student Television Network</li> </ul> <p>Students desiring/needing additional coursework to supplement their curriculum can participate in a variety of programs.</p>	<ul style="list-style-type: none"> <li>IEP Plans</li> <li>Student Schedules</li> <li>Inclusion classes</li>   <li>AP/Honors Program</li>   <li>Master Schedule</li>   <li>Learning Center Data Report</li> <li>Mustang Media</li>   <li>Lesson plans</li> <li>Google classroom and web sites</li> <li>Mobile lab sign-out sheet</li> <li>Computer Loan Program</li> <li>Contracts</li>   <li>ELA curriculum</li> <li>Math curriculum</li> <li>CTE assessments</li> <li>Competition awards</li>   <li>Early Admit/Running Start</li> <li>Release for employment</li> <li>BYU Online/Credit Recovery</li> <li>Hybrid classes</li> <li>E-School</li> </ul>
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**Co-Curricular Activities**

**E4.3. Indicator:** School leadership and staff link curricular and co-curricular activities to the academic standards and General Learner Outcomes.

**E4.3. Prompt:** *Evaluate the effectiveness of the relationship between curricular and co-curricular activities for all students and the academic standards and General Learner Outcomes.*

Findings	Supporting Evidence
<p>Some courses link curricular and co-curricular activities to academic standards and/or GLOs.</p> <p>Field trips must be aligned to the standards and/or benchmarks of the course. Teachers submit field trip forms with attached lesson plans indicating the standards and/or GLOs the experience will address.</p> <p>ASK (Associated Students of Kalaheo) offers curricular and co-curricular activities connected to standards and/or GLOs: Freshman orientation, Student government participation, Make a Difference Day, Clubs, Volunteer activities (ie, Hawaii Food Bank canned food drive), School assemblies and class events.</p> <p>NJROTC offers curricular and co-curricular activities connected to standards and/or GLOs through completion of 10 community or school service hours each semester. Cadets are responsible for planning, organizing, and leading teams of cadets in these activities.</p> <p>The senior class completes a Science Learning Project at the loi patch each year connecting their classroom learning to community service.</p> <p>CTE offers curricular and co-curricular activities connected to standards and/or GLOs which includes: Hiki No, Robotics competition, Mustang Media Morning News, STN Competition (Mustang Media participation)</p> <p>College &amp; Career Center co-curricular activities are linked to the GLOs as students participate in campus visitations, scholarship</p>	<p>Pacing Guides Lesson Plans Calendars Field Trip Forms</p> <p>Field Trip Forms with attached Lesson (with Standards and/or GLOs identified) Teacher interview</p> <p>Event programs ASK Calendar</p> <p>NJROTC Pacing Guides Calendar of events Cadet Records</p> <p>Field trip documents Photos</p> <p>Competition documents Video presentations Awards</p> <p>College &amp; career speaker data Scholarship Award lists</p>

<p>application processes, and guest speaker presentations.</p> <p>Academic progress towards meeting standards and/or GLOs for students with IDEA/504 accommodations are closely monitored.</p> <p>Student academic progress and behavior are closely monitored with participation in co-curricular athletic teams.</p> <p>Students annually complete PTP requirements in their Advisory class which embody the academic standards and GLOs. A more consistent method for monitoring the requirements each year is being considered.</p>	<p>SPED Progress Reports and Monitoring Forms with attached Work Samples (progress towards meeting IEP Goals and standards noted)</p> <p>Athletic Teams' Contracts, ARS (Academic Review Status)</p> <p>PTP Lessons, PTP Folder, Best Works Logs</p>
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**Student Involvement in Curricular/Co-Curricular Activities**

**E4.4. Indicator:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**E4.4. Prompt:** *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>Programs track student participation in curricular/co-curricular activities:</p> <p>Athletic Director tracks participation with athletic teams</p> <p>SAC records student participation in activities</p> <p>NJROTC logs community service/activities</p> <p>CTE tracks their completers</p> <p>PTP advisors record student PTP activities</p> <p>Care coordinators track student progress in all course work</p> <p>College and career counselor logs student visits and participation in activities</p> <p>Counselors track and monitor students' academic progress and support services</p> <p>School Clubs track student involvement at club meetings, required community service projects, and club activities.</p>	<p>Sign-ins</p> <p>Rosters</p> <p>photos and/or videos</p> <p>logs</p> <p>Club calendars</p> <p>club minutes</p> <p>club charters</p>

<p>Care Coordinators regularly monitor the academic progress of students with Special Education accommodations.</p> <p>Special education department monitors EA support services for students with special education accommodations.</p> <p>Student use of support services is monitored in each of the settings.</p>	<p>Special Education Student Data Binders, Special Education Quarterly Progress Reports and Bi-Quarterly Monitoring Reports with student work samples</p> <p>EA Monitoring Sheets</p> <p>Before/after school study hall/ tutoring sign-ins</p> <p>Computer Lab schedule</p> <p>Library schedule</p>
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**Student Perceptions**

**E4.5. Indicator:** The school is aware of the student view of support services through such approaches as interviewing and dialoguing with student representatives of the school population.

**E4.5. Prompt:** *Comment on the student view about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><b>ASK Student Senate Concerns Survey Results 2015-16</b></p> <p><b>FACILITIES</b>            What issues or concerns do students have about our school facilities? How can we improve our facilities?            PRIORITIZED LIST:</p> <ul style="list-style-type: none"> <li>● More fans</li> <li>● Bathroom sanitation and supplies</li> <li>● Need more cold water fountains</li> </ul> <p><b>ATHLETICS AND STUDENT ACTIVITIES</b>            What issues or concerns do you have about athletics and student activities? How can we improve our athletic program and student activities program?            PRIORITIZED LIST:</p> <ul style="list-style-type: none"> <li>● Anything regarding cleaning of equipment</li> <li>● fleas/wasps near athletic areas</li> <li>● Update sports website</li> </ul> <p><b>COMMUNICATION</b>            What issues or concerns do you have about our school’s communication? How can we improve communication at our school?</p>	<p>Student senate concerns survey results</p>

<p><b>PRIORITIZED LIST:</b></p> <ul style="list-style-type: none"> <li>● Office ladies could be more welcoming</li> <li>● Teachers should to turn on the morning news</li> <li>● Teachers should update Jupiter Grades more enough</li> </ul> <p><b>STUDENT SUPPORT</b> What issues or concerns do you have about student support? How can our school better support students?</p> <p><b>PRIORITIZED LIST:</b></p> <ul style="list-style-type: none"> <li>● Study Hall—opening up more classrooms for each subject after school</li> <li>● Encouraging teachers to be more involved</li> <li>● Counselors—social-emotional (raise more awareness by welcoming students)</li> </ul> <p><b>OTHER CONCERNS</b> What other concerns do you have? How can we improve our school?</p> <p><b>PRIORITIZED LIST:</b></p> <ul style="list-style-type: none"> <li>● Cleaner classrooms</li> <li>● More curriculum offerings</li> <li>● School store</li> </ul> <p>The 2014 School Quality Survey indicates that 56% of students who responded felt that Kalaheo has a quality student support system which meets student interest and needs.</p> <p>The student focus group identified the College and Career center as a area of strength for Kalaheo. Highlights of the center are the grade level presentations by the counselors, the college guest speakers, and individualized support.</p> <p>The students report the Teen Care program on campus to assist students dealing with substance abuse is a valuable resource because it is free and a helpful option.</p> <p>Students comment that the athletic trainers are always there after school and they do their best to keep athletes safe.</p>	<p>SQS survey data</p> <p>Student focus groups notes</p> <p>Student focus groups notes Teen Care flyers</p> <p>Student focus group notes</p>
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**ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:  
Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

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

**Strengths**

- Support services ensuring student academic and personal development are available at Kalāheo.
- A majority of all Kalāheo stakeholders feel that the activities and programs offered at the school meet student interests and needs.
- A variety of support services and co-curricular activities are available to students.
- Students are made aware of available services and activities through established channels of communication, i.e. school bulletin, Mustang News, Kalaheo High Website, and event fliers and posters.

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

**Areas for growth**

- Professional Development is needed for professional support.
- Identify a way to establish a culture of respect within the school community.
  - Develop a plan to address the concern regarding the implementation of consistent school policies and procedures.
  - Revise the faculty and staff handbook with input.
  - Adjust schedule to allow teachers to be more readily available to students before and after-school



### **Prioritized Areas of Growth Needs from Categories A through E**

1. There is a need for targeted and differentiated Professional Development to support professional growth. Professional Development may include RTI (Tier 1 strategies), writing, classroom management, technology (GAFE), data teams, inter-rater reliability, and content-specific training.
2. Further development of learning supports for all students is a necessity. This includes refining the RTI process, inclusion program, ELL supports, and the use of school-wide data by the ART.
3. Math achievement on the state assessment has declined the past two years. There was a shift to a state mandated math curriculum with minimal Professional Development and support made available. There is a need for a commitment by the math department to an agreed upon Common Core curriculum. Curriculum supplements and supports must be identified, training provided as needed, and 100% utilization by math teachers is required.



*Chapter V:  
School Strategic Plan  
Annual Academic and Financial  
Plan*



## Kalaheo Academic Plan School Year 2015-2016

**1. Reflect.** Briefly summarize your school's progress on implementing all six of the Department's priority strategies/Other Complex-wide and/or School strategies, and meeting key performance targets set in the prior year Academic Plan.

Kalaheo's Academic Review Team (ART) guides the systemic change and transformation of the school. ART meets weekly to analyze student achievement data from each department and provide guidance to improve student achievement. The Operational Leadership Team (OLT) members meet monthly to review school operations, climate and learning culture, and achievement data provided by ART. Decisions for improvement are initiated and monitored.

Kalaheo's smartE goal is: All students will be proficient or show growth as an effective writer as evident by our common grade-level rubrics and implemented in all content areas by the end of the academic year and measurable by data from the Language Arts Department's synthesis essay common assessment. All departments are supporting this goal through writing-focused SLOs. This is also supporting the K-12 Kalaheo Complex Writing Initiative. All Kalaheo teachers attended a complex-wide writing training in July 2014 and continued collaboration in February 2015. A data team procedure and form is used to track formative and summative assessment data, support interventions for struggling students, and articulation for common course teams. Teachers meet in common course data teams two-three times per month. These teams meet to design common summative assessments and plan common formative assessments. The data from the formative assessments is charted on data forms and discussed to identify areas that students are struggling. Students that are failing the assessments are tracked and level one RTI interventions are documented as a part of the CSSS process. If students continue to struggle, CSSS process continues with RTI level two recommendations.

Kalaheo is also working on a College and Career Readiness Goal. This goal is: All students will pass their summative assessments in their courses. This data will be collected by course to identify students who need support in order to earn credit in identified courses. The data included student performance on summative assessments only.

Kalaheo teachers focused on Higher Order Questioning as the Powerful Instructional Practice implemented school wide. The English Language Arts and Math departments continued to shift to the Common Core. The ELA curriculum Springboard is being implemented this year. Math teachers attended Common Core trainings when available. Math teachers are implementing portions of the new UH math curriculum in Algebra I and Algebra II courses.

Kalaheo has depended on the district funded Peer Mentor to support new teachers. Department Heads serve as curriculum support for new teachers in their departments. The Curriculum Coordinator facilitated staff training and supported teachers as they developed their SLO or SSIO. A school level operational manual to inform new teachers about operational procedures that also will clearly identify the school level experts to consult if a question arises is in the planning stage.

All teachers are assigned an administrator to work with for the Effective Educator system. All classroom teachers participate in at least one Danielson observation a year and complete one SLO. Non-Classroom Teachers complete one SLO or SSIO and a working portfolio. Teachers attended mandatory SLO and Danielson training modules in August and September. SLOs were approved prior to Fall break. All teachers

and NCTs have a final conference with their assigned administrator to go over ratings for SLOs and to discuss evidence of Core Professionalism.		
<b>2. Organize.</b> Identify your Academic Review Team members, assign them specific strategies or activities to oversee, and set the cycle for the Academic Review Team to monitor implementation quality. Number of strategies/activities will vary across schools.		
<b>Name of lead who is responsible for reporting during ART process</b> (can change if roles change)	<b>Responsible for</b> (link to strategy)	
1.Math Representative / English Language Arts Representative 2.Counselor 3.Curriculum Coordinator / Academic Coach 4.Principal 5.Curriculum Coordinator (District Assigned Mentor) 6.Curriculum Coordinator / Academic Coach  7.Social Studies Representative 8.Data, Testing Coordinator 9.CTE Coordinator 10. Electives Representative 11. Vice Principal	1. Common Core State Standards 2. Comprehensive Student Supports 3. Formative Instruction/Data Teams 4. Educator Effectiveness 5. Induction & Mentoring 6. Academic Review Team (ART lead needs to be on the team, yet the strategy doesn't need its own page in the plan)	

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

<b>State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)</b>	<b>Does your Financial Plan support this strategy?</b>	<b>If not, why?</b>
1. Fully implement the Hawaii Common Core Standards	YES	
2. Tier and provide comprehensive student supports for all students	YES	
3. Implement data teams process within each grade span/content area and formative instruction within classrooms	YES	

Additional Strategies (Optional)	Does your Financial Plan support this strategy?	If not, why?
Continue to support CTE pathways currently in place	YES	
Support online learning opportunities for students	YES	
Develop a system of support for Personal Transition Plan	YES	

**Data Driven Rationale for Additional Priorities:**

Kalaheo had a graduation rate of 85% and a college going rate of 70% last year. Kalaheo’s goal is to graduate close to 100% of enrolled students and continue to close the achievement gap between the non-high needs and high-needs groups.

1. CTE is a program that provides opportunities for students to focus on a particular career interest. These pathways help support the mission to have students college and career ready and will hopefully increase the graduation rate and college going rate.
2. Online learning can provide many opportunities for students. Students are able to take courses that are not offered in the regular setting, including Advanced Placement classes. Kalaheo has a transient student population so online learning allows students who transfer in to take classes they were enrolled in at their previous school if Kalaheo doesn’t offer them. The online learning environment provides time in the school day for these courses. The online learning lab is also useful for students that need to make up credits. It can also be used to support our ELL and SPED students.
3. Personal Transition Plan (PTP) is required for graduation. A system of support is needed to make PTP an effective tool for the students as they plan for college and career.

**Goal 1, Strategy 1: Common Core State Standards**

**Desired Outcome for this Strategy: Teachers will develop a completed pacing guide which addresses the common core standards and literacy standards for every course by the end of first semester. The complex writing articulation goal of creating Keystone rubrics for grades 3, 5, 8, and 10 will be finished at the end of the school year.**

Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term

	<b>ART process</b>			measurable objectives.
Continue to train the staff on Common Core Literacy strategies and Instructional Strategies. Training needs to focus on specific examples in the classroom.	Principal Curriculum Coordinator  Dept Heads	x All Students <input type="checkbox"/> EconDisadv <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	x WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	Agenda, Minutes, and Attendance at trainings will be kept for documentation.  Department Heads to report on implementation of instructional strategies from data team meetings. Data Team binders with student work. Targeted Check-In forms.  Administrator and Peer walk through data indicates 100% of classroom teachers utilize appropriate instructional strategies
Monitor and Support the use of the ELA curriculum Springboard aligned to common core.  Support training opportunities to align Math transition to Common Core.	ELA DH  Math DH	x All Students <input type="checkbox"/> EconDisadv <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	x WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	ELA Pacing guides, ELA data (formative and summative assessments) collected from Data Teams.  Math course pacing guides, data (formative and summative) collected from Data Teams  Agenda, Minutes, Attendance, and Evaluations from trainings. Data Team binders with student work.

<p>Revisit faculty training on pacing guides to help align classes with the Common Core. Pacing guides should include the standard, learning targets and instructional strategies within a timeline to ensure all standards are covered.</p> <p>Allow teachers time to work on pacing guides in data teams.</p>	<p>Curriculum Coordinator</p>	<p><input checked="" type="checkbox"/> All Students  <input type="checkbox"/> EconDisadv  <input type="checkbox"/> ELL  <input type="checkbox"/> Students with Disabilities  <input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> WSF \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>	<p>Pacing guides for each course (included in department data binders).</p> <p>Data Team Meeting Minutes</p>
<p>Participate in Complex K-12 vertical articulation focusing on the alignment of writing skills at each grade level and constructing keystone outcomes.</p>	<p>Complex Principals</p>	<p><input checked="" type="checkbox"/> All Students  <input type="checkbox"/> EconDisadv  <input type="checkbox"/> ELL  <input type="checkbox"/> Students with Disabilities  <input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> WSF \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>	<p>Meeting minutes  Agendas  Meeting artifacts  Walkthrough data  Student work</p> <p>SLO data: The number of students who meet proficiency on writing rubric for each teacher's SLO</p>

**Goal 1, Strategy 2: Comprehensive Student Supports**

<p><b>Desired Outcome for this Strategy: All students receive appropriate supports provided by teachers in their classes that results in increased academic growth</b></p>				
<p><b>Planning</b></p>			<p><b>Capacity</b></p>	<p><b>Evidence of Progress</b></p>
<p><b>Enabling Activities</b></p>	<p><b>Name of lead responsible for reporting during ART process</b></p>	<p><b>Target Population(s)</b>  Choose all that apply</p>	<p><b>Source of Funds</b>  Choose all that apply, and list amounts</p>	<p>What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.</p>

<p>Provide in-house training on differentiation/RTI (showcasing examples in current teachers' classrooms). Include in the training a focus on how to incorporate RTI into a lesson plan.</p> <p>Utilize differentiated instructional activities and provide individualized instruction for diverse learners (RTI Tier one) within a general education classroom.</p>	<p>Curriculum Coordinator</p>	<p><input checked="" type="checkbox"/> All Students  <input type="checkbox"/> EconDisadv  <input type="checkbox"/> ELL  <input type="checkbox"/> Students with Disabilities  <input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> WSF \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>	<p>Data Team forms detailing interventions used to address failures and subsequent results of the interventions as determined by assessments - Data Team binder</p> <p>Lesson Plans with differentiation and strategies identified.</p> <p>Agenda, Minutes, Attendance, and Evaluations at Trainings.</p> <p>SLO evidence on interventions used.</p> <p>Walk through data</p>
<p>Provide staff training on second language acquisition strategies to support ELL students. (RTI Tier One)</p>	<p>ELL teachers</p>	<p><input type="checkbox"/> All Students  <input type="checkbox"/> EconDisadv  <input checked="" type="checkbox"/> ELL  <input type="checkbox"/> Students with Disabilities  <input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> WSF \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>	<p>Agenda, Minutes, Attendance, and Evaluations from trainings</p> <p>Walk Through Data</p> <p>WIDA Assessment results and classroom summative assessment data.</p>
<p>Provide support for struggling students to achieve proficiency in Mathematics through tutoring</p>	<p>Math REP</p>	<p><input checked="" type="checkbox"/> All Students  <input type="checkbox"/> EconDisadv  <input type="checkbox"/> English Language Learners</p>	<p><input checked="" type="checkbox"/> WSF \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$</p>	<p>Log of Attendance for after school study opportunities; log of pull-out sessions for students</p>



		<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	Math Summative Assessment results.
Continue to use computer software (Catch Up Math) that provides students with highly individualized and self-paced instruction that meets their needs to improve their secondary math skills (Math workshop).	Math REP	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EconDisad <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	Department Heads to report on implementation of instructional strategies from data team meetings. Data Team binders with student work.
Continue to use Achieve 3000 to assess reading comprehension, differentiate reading assignments in classes, and provide intense reading comprehension support.	Data Coordinator or CTE Coordinator	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EconDisad <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	Lexile score database  ELA, Social Studies, Science DH report on use of Achieve 3000 in instruction. (sample lesson plans)  ELL and Special Education teachers' student data base containing student assessment scores on reading comprehension each quarter

**Goal 1, Strategy 3: Formative Instruction/Data Teams Process**

<b>Desired Outcome for this Strategy: All teachers meet weekly in data teams to analyze student assessment results, discuss next steps interventions and instructional strategies, and set goals for the next common assessment</b>		
<b>Planning</b>	<b>Capacity</b>	<b>Evidence of Progress</b>

<b>Enabling Activities</b>	<b>Name of lead responsible for reporting during ART process</b>	<b>Target Population(s)</b> Choose all that apply	<b>Source of Funds</b> Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
<p>Continue to utilize the process of PDCA (Plan, Do, Check, Act) to continue to design, implement and analyze results of common assessments/course assessments in all content areas to make instructional decisions. Continue to schedule Data Team meeting time to provide specifically allocated time for collaboration.</p>	<p>Curriculum Coordinator</p>	<p><input checked="" type="checkbox"/> All Students  <input type="checkbox"/> EconDisad  <input type="checkbox"/> ELL  <input type="checkbox"/> Students with Disabilities  <input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> WSF \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>	<p>Agenda, Minutes, Attendance, and Evaluations from trainings</p> <p>Walk Through Data; Targeted walk through data from team members</p> <p>Data Team Forms from each data team (in department binders) reviewed monthly by ART.</p>
<p>Continue to design and implement formative assessments aligned to Common Core standards, student learning outcomes (SLO) and pacing guides. Record and utilize assessment results to inform instruction and student progress.</p> <p>Arrange common NTPs to support data team work.</p>	<p>Department Heads  Principal</p>	<p><input checked="" type="checkbox"/> All Students  <input type="checkbox"/> EconDisad  <input type="checkbox"/> ELL  <input type="checkbox"/> Students with Disabilities  <input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> WSF \$  <input type="checkbox"/> Title I \$  <input type="checkbox"/> Title III \$  <input type="checkbox"/> IDEA \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Focus/Priority \$  <input type="checkbox"/> CTE \$  <input type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>	<p>Data Team Forms from each data team (in department binders). Data results discussed at ART meetings</p> <p>Course SLO results at the end of the year.</p>

**Goal 1, Optional Additional Strategy:**

Desired Outcome for this Strategy: Develop career pathways in CTE with increased student enrollment year one to year two of plan. Develop increased hybrid learning opportunities for students - increased enrollment in on-line courses year one to year two of plan				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
<p>Continue to build upon CTE pathways that are currently in place by recruiting students from KIS and encouraging the current students to complete the pathway.</p> <p>Continue to use community resource individuals (alumni, business, military, and community leaders) as guest speakers in CTE classes</p>	CTE Coordinator or	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EconDisad <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input checked="" type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>CTE Completer Data Registration Data</p> <p>Log of speakers and topics</p>
<p>Staff a computer lab for online learning opportunities including Advanced Placement, online courses not offered at Kalaheo, credit recovery, and remediation. Develop a clear set of guidelines for accessing the online learning environment.</p>	Principal	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EconDisad <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>Master schedule</p> <p>Enrollment</p> <p>Track completion of online courses.</p> <p>Formal guidelines for online learning (published in registration manual) and for distribution.</p>

Provide support and guidance for students as they develop their personal transition plans year to year  Identify a coordinator for the school-wide PTP program.	ART	x All Students <input type="checkbox"/> EconDisad <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Other:	x WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	All students complete PTP satisfactorily.
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**Goal 2 Staff Success**

<b>State Priority Strategies to Improve Student Achievement and Reduce Achievement Gaps (Required, and defined within the Implementation Continuums)</b>	<b>Does your Financial Plan support this strategy?</b>	<b>If not, why?</b>
1. Provide all teachers with evaluation and feedback based on student growth and teaching practice	YES	
2. Fully implement beginning teacher induction and mentoring standards	YES	

<b>Additional Strategies (Optional)</b>	<b>Does your Financial Plan support this strategy?</b>	<b>If not, why?</b>
1. Differentiated PD Plan	YES	
2. Implementation of Google Apps school-wide	YES	

**Data Driven Rationale for Additional Priorities:**  
A differentiated PD plan is critical for the faculty. Trainings need to be differentiated for teachers based on their areas of need.  
INSERT SUMMATIVE DATA RESULTS FOR QUARTERS ONE AND TWO

Kalaheo is planning the transition to a “Google Apps for Education” school. This will require staff training on the Google Apps and the expectations for using them. Google Apps is supported by the state Superintendent and over 2/3 of our public schools are using it. Google Apps will

help Kalaheo prepare students for 21<sup>st</sup> Century learning, and it will increase collaboration possibilities with staff and students.

**Goal 2, Strategy 4: Educator Effectiveness Systems**

Desired Outcome for this Strategy: All teachers will be rated as Effective or better in all categories.				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
Each teacher will have at least one Danielson observation by administrators each year. This will include a pre-conference, observation, and post-conference. The data gathered will inform the individual teachers' professional development needs for improving effective instruction.	Principal	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EconDisadv <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Teachers	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	Danielson schedule and ratings recorded in PDE3. Agenda and minutes of professional development opportunities address identified PD needs of teachers
Each teacher will complete one SLO using the data team process to monitor the implementation of the SLO and to adjust instructional strategies as needed to address target groups of students.	Principal	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EconDisadv <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Teachers	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	SLO schedule and ratings recorded in PDE3. Data team minutes, pre and post SLO conferences, student assessment results

Each Non-Classroom teacher (NCT) will complete a working portfolio and one SLO or SSIO. This will include a pre-conference to determine evidence for the portfolio and a post-conference for rating.	Principal	All Students <input type="checkbox"/> EconDisad <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities x Other: Teachers	x WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	NCT working portfolio schedule and ratings recorded in PDE3.
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**Goal 2, Strategy 5: Induction and Mentoring**

<b>Desired Outcome for this Strategy: All teachers new to the DOE and / or Kalaheo will participate in formal mentoring activities provided by the district or the school.</b>				
<b>Planning</b>			<b>Capacity</b>	<b>Evidence of Progress</b>
<b>Enabling Activities</b>	<b>Name of lead responsible for reporting during ART process</b>	<b>Target Population(s)</b> Choose all that apply	<b>Source of Funds</b> Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
Principals communicate regularly (i.e., quarterly) with peer mentors to focus on induction and mentoring.	Principal	<input type="checkbox"/> All Students <input type="checkbox"/> EconDisadV <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities x Other: Teachers	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	Initial interview with mentor and principal.  Beginning Teacher (BT) Professional Growth Plan (Action Plan)  Mid-Year Report  End-of-Year Report
Beginning teachers are provided protected and	Principal	<input type="checkbox"/> All Students <input type="checkbox"/> EconDisad	<input type="checkbox"/> WSF \$	PLC meeting summaries (provided)

<p>sanction time to engage in regular mentoring and other induction-related activities to improve instruction and student learning.</p>		<input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Teachers	<input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>to principal by peer mentor)</p>
<p>Formalize new teacher training at Kalaheo including training at the opening of school and mid-year.</p>	<p>Curriculum Coordinator</p>	<input type="checkbox"/> All Students <input type="checkbox"/> EconDisadv <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Teachers	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>Agenda, Minutes, Attendance, and Evaluations from trainings</p>
<p>Plan peer coaching within departments (guided visits).</p>	<p>Curriculum Coordinator</p>	<input type="checkbox"/> All Students <input type="checkbox"/> EconDisadv <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Teachers	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	<p>Schedule for inter-departmental guided visits.</p> <p>Check-In Forms - analysis of target areas of interest</p> <p>Evaluations of guided visits</p>
<p>Support Non Highly Qualified (NHQ) Teachers through professional development planning and mentoring support.</p>	<p>Principal</p>	<input type="checkbox"/> All Students <input type="checkbox"/> EconDisadv <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Teachers	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$	<p>HQT professional development plan – annual completion data</p>

			<input type="checkbox"/> N/A	
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**Goal 2, Optional Additional Strategy:**

Desired Outcome for this Strategy: Teachers will develop and implement a personalized professional development plan based upon the student data results (Tripod survey, Danielson, SLO results).				
Planning			Capacity	Evidence of Progress
Enabling Activities	Name of lead responsible for reporting during ART process	Target Population(s) Choose all that apply	Source of Funds Choose all that apply, and list amounts	What leading indicators will you monitor progress against during your ART routine that will show progress against your goal? Please include any short term measurable objectives.
Develop, implement and continually assess the school wide professional development plan that is differentiated to meet the individual needs of faculty and supports effective instruction. PD focus is on improving student achievement in all content areas, specifically addressing:		<input checked="" type="checkbox"/> All Students <input type="checkbox"/> EconDisad <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Other: Teachers	<input checked="" type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	Professional Development Plan  Agenda, Minutes, and Evaluations of PD.  Walk Through Data  Data Team binders with student work.



<p>interventions and effectively implementing interventions)</p> <ul style="list-style-type: none"> <li>· ELL program</li> </ul> <p>procedures and effective second language acquisition strategies</p> <ul style="list-style-type: none"> <li>· Kalaheo Complex K-12 Writing Initiative</li> </ul>				
<p>Implement and Train for Google Apps for Education</p>	<p>Librarian Tech Coordinat or</p>	<p><input type="checkbox"/> All Students <input type="checkbox"/> EconDisad <input type="checkbox"/> ELL <input type="checkbox"/> Students with Disabilities x Other: Teachers</p>	<p><input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>	<p>Meeting Minutes from Google App Training</p> <p>School Calendar Google</p>





*Appendix  
(see appendix file)*

