SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF AND COLLEGES

HAWAII STATE DEPARTMENT OF EDUCATION

FOR

Princess Ruth Ke`elikōlani Middle School

1302 Queen Emma Street

Honolulu, HI 96813

Kaimuki-McKinley-Roosevelt

March 11-14, 2024

Visiting Committee Members

Jayna Gaskell, Chairperson
Executive Director, Pivot Charter Schools

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Kalina Mead
Academic Coach, Waimānalo Elementary and Intermediate School

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Preface

Include a copy of the school's General Learner Outcomes.
Comment on the school's self-study process in relation to the ACS WASC Guiding Principles of Accreditation.
The HIDOE/ACS WASC accreditation process empowers schools to:

- **Ensure that there is a culture of involvement and collaboration of leadership, staff, students, teachers, parents, and other stakeholders**
- **Ensure there is a culture that nurtures and supports the well-being of all students.**
- **Demonstrate through its program there is evidence that its vision, mission and General Learner Outcomes are accomplished by students**
- **Evaluate students' achievement of the General Learner Outcomes and the academic standards**
- **Use multiple ways to analyze data to demonstrate student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning**
- **Evaluate its program effectiveness in relation to 1) its impact on student learning based on General Learner Outcomes, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria**
- **Align its prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs**
- **Implement and monitor the ongoing improvement results and the impact on student learning.**

PRKMS has made tremendous strides to ensure that there is a culture of involvement and collaboration of leadership, staff, students, teachers, parents, and other stakeholders, including community members. They have implemented many initiatives such as parent nights, pep rallies, the creation of a community resource center, after school programs and adult classes. They seek input through many different mechanisms and have created a culture of caring, support, and have clearly developed an environment where students and staff feel like a family.

The school analyzes student performance data and learner outcome progress. They have developed their own general learner outcomes that mirror the state's GLOs but are specific to the population of their student body. They have created a clever and effective way for students to always be mindful of them and working towards them. The system is called CHECK. Each letter stands for a different outcome. Staff and students are frequently using the CHECK yourself system / matrix to ensure students are working toward their outcomes. That said, there are varying degrees of CHECK outcomes being attained. But with the new implementation and focus on their CHECK outcomes, the VC feels students will continue to accomplish them on a regular basis.

Behavioral incidences have decreased, students feel safer on campus, the campus is maintained for cleanliness, students have multiple ways to communicate their needs and focus on creating a caring environment for all.

Staff have developed multiple methods of evaluating data which include school wide SBA results analysis, department meetings, leadership meetings, surveys of students, staff and parents many times a year, and frequent one on one meetings with students

As will be noted in many sections below, the school has experienced a very positive leadership which resulted in MANY new initiatives, the results of which are just starting to be seen/felt/ making a difference. The VC witnessed and learned from students, staff and parents that the changes are effective and very welcomed. Data indicates that there is gradual improvement in all performance measures areas including the effectiveness in relation to 1) its impact on student learning based on General Learner Outcomes, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria.

The VC feels PRKMS has done a very thorough job aligning its prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs. The challenge they have as a CSI school is that there are many things on which to focus that will result in continued improvement in all measures.

The school has spent a great deal of effort on monitoring the ongoing improvement results in I- Ready and SBA assessments and the impact on student learning. Their next challenge will be to continue to develop methods of monitoring the effectiveness of their new programs, policy changes and curriculums.

Chapter I: Progress Report (2 pages)

Since the last self-study:

- **Comment on the school's major changes and follow-up process**
- **Discuss how the school through its Academic Plan has incorporated each of the critical areas for follow-up, including the impact on student learning.**

There have been SO many changes implemented at PRKMS since the last self study due to the recent (2.5 years ago) change in leadership. Not only have they had all staff trained in EL best practices, and hired more TESOL teachers, they have implemented math and reading intervention, hired additional security to help create a safer learning environment, developed new policies and expectations of behavior, have fully implemented diagnostic benchmark assessments that provides individual remediation and have established all new GLOs and have started using data to provide targeted assistance to students with the greatest areas of need. They simultaneously have begun building community partnerships that provide support to the high SES population and their families and have made a more physically inviting environment. They have also implemented a new curriculum for remediation and support for students.

The following list summarizes some of the many changes, improvements, initiatives and implementation of programs to meet the areas for growth outlined in the school's Academic Plan and which were reflected in the last WASC VC report.

- Attendance protocols that encourage consistent attendance throughout the day
- Collaborative school culture between administration, teachers, and the community
- Collaborative meetings with feeder schools to understand our student's abilities and content knowledge
- Targeted tiered supports for behaviors
- Highly qualified teachers
- Culture or background of staff that relates to students or staff that has an interest to learn about the students' cultural background (language, history)
- Collaborative Department Time for:

- Vertical articulation
- Project planning, implementation, and assessment
- Plan and collaborative with other grade levels
- Strategies
- Incentives for teachers and students
- Competitions across the school (egg drops)
- Incorporate an evaluation of department progress at end of year to plan for next year
- Common teaching practices
  - i.e. RACER (Writing Organization), SQRRR (Informational Text Reading), TLQC (Embedding Evidence/Citation), SOAPStone (Written Analysis), etc.
    - Lessons that include culture

- Classes grouped in homogenous proficiency
- Strengthen Family/Parent involvement:
  - Events to have people more involved in the school
  - Family support to push the student to succeed
  - Finding more effective ways to communicate with families
- Summer school that focuses on improving reading and math prerequisite skills
- Reinforce the importance of education and their future
- Help intrinsic student motivation (ie: school to work connections; SEL; cultural/family connection)
- Develop study skills i.e how to write, make emails, carry backpack, pencil
- Pull out the students who need small group intervention
- After school tutoring throughout the year
  - Support for all students
  - Students with poor attendance can attend to catch up
- Creating a partnership with high schools to develop one-on-one tutoring in math and reading for students who need support
- Smaller class sizes
- More ppt/ptt in the classroom
- Additional training for EAs and PTT/PPTs (ie: reteach lesson content to students, some come to class and sit and don't help students

Through its Academic Plan, the school has incorporated Academic Plan has incorporated each of the critical areas for follow-up with the exception of one or two very specific local issues that would be difficult to reflect in the Academic Plan based on state criteria. The Academic Plan is clearly focused on leveraging the many changes the school has made in recent years that have improved student performance and continuing to develop new areas for improvement.

Chapter II: School Profile

Briefly summarize the most critical information from the School Profile that impacts the school. Include the following:

- **Brief description of the students and community served by the school**
- **School's analysis of student achievement data**
- **Other pertinent data (e.g., attendance rates, size of ELL population, teacher credentialing, class size, dropout rates, programs for students)**
- **Appropriateness of identified student learner needs and their linkage to the General Learner Outcomes**

➔ Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- **Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.**

Princess Ruth Keʻelikōlani Middle School (formerly Central Middle School) is a public middle school serving Downtown Honolulu. Once the site of Keoua Hale, Princess Ruth Keʻelikōlani's palace, the site has been used for educational purposes since 1895 and is designated as a historic site by the National Register of Historic Places. In September of 2021 the Hawaii Board of Education approved renaming the school to honor Princess Ruth Keʻelikōlani.

Princess Ruth Keʻelikōlani Middle School consists of grades 6 through 8 and is a part of the McKinley Complex. The McKinley Complex serves 4,220 students (source: Lei Kulia) in 8 schools; 6 elementary (K-5), 1 middle (6-8), and 1 high (9-12).

PRKMS's enrollment for the 2022-2023 school year is 340 students which is an increase of 15 students compared to the previous school year.

In 2017, PRKMS was identified as an Additional Targeted Supports for Improvement, or A-TSI, school. PRKMS's A-TSI status targeted sub-groups, EL and Pacific Islander (Not Including Native Hawaiian). Many of the school's students fall into both subgroups, as identified in Table 2 under "Both Pacific Islander and EL". The students in this subgroup are also represented in the data for the other two subgroups. In SY 2022-2023 PRKMS was identified as a Comprehensive Support and Improvement (CSI) school which means that the school is identified as a school that needs more support to help their students academically.

As mentioned in this report, the school redeveloped their GLOs to support the HDOE GLOs but they created a format and specific wording to implement the GLOs at the school that is very specific to the special population of the school. The VC believes they are VERY appropriate to their population and the goals they have set to ensure high

levels of student performance.

Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator, Effective and Ethical User of Technology

	Collaboration	Honesty	Excellence	Courage	Kindness
Hallway	• Walk on the right side of the hallway	• Respect the hallway displays	• Walk directly to class • Carry a hall pass during class time.		• Keep hands and property to yourself • Use an inside voice when speaking
Classrooms and Library	• Sit in your assigned seat • Work together to produce a high-quality product • Listen attentively to the adult in-charge and group members • Show responsibility for your areas before leaving	• Use technology appropriately • Exercise academic integrity	• Arrive on time • Follow classroom procedures as soon as you enter the room • Create and follow a plan for success • Exit the classroom in a calm, orderly fashion	• Have a positive attitude • Take charge of your own learning • Seek out answers to higher-level questions • Challenge yourself to complete high-quality work • Don't be afraid to take risks and strive for excellence	• Enter calmly and quietly • Keep hands and property to yourself • Value the ideas of your classmates • Encourage others to use kind words and actions • Remain seated until excused • Use a library voice while exiting
Community Areas: **Bathrooms** **Cafeteria** **Recess**	• Use bathrooms for their intended purposes • Listen attentively to the adult in-charge • Share resources for success to produce products of quality • Play safely and only be in supervised areas	• Use technology appropriately • Respect others' belongings • Consume food and drink inside the cafeteria only	• Wash hands with soap and water • Discard paper towels in the trash cans • Eat breakfast and lunch daily for a healthy mind • Wash hands before and after eating • Leave your area cleaner than when you arrived	• Take initiative to report safety and vandalism concerns to an adult • Take initiative to independently problem-solve to prevent conflict	• Show appreciation in a respectful manner • Invite others to join your group • Make room for others • Use "please" and "thank you"
Events: **Assemblies** **Field Trips** **Intramurals**	• Listen to the adult in-charge • Work together to produce a high-quality product	• Sit in your assigned section for the duration of the event • Board the bus with your assigned adult and stay with them at all times for safety • Use technology appropriately	• Have your student ID and work resources ready to participate • Be an attentive member of the audience • Clean up your rubbish and equipment to represent our school in a positive light	• Appropriately ask questions to gain knowledge when the time is right	• Respect the property of others • Exhibit good sportsmanship, win or lose

Table 2: Student Population by Subgroups

	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
Total Enrollment	**400**	**323**	**338**	**335**
IDEA	**12.00% (48 Students)**	**13.93% (45 Students)**	**14.50% (49 Students)**	**14.93% (50 students)**

Table 4: Student Enrollment by Ethnicity,

Ethnicity	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
Asian	**26.25%**	**24.69%**	**25.15%**	**28.96%**
Black	**1.00%**	**1.25%**	**2.07%**	**2.39%**
Hispanic	**9.00%**	**8.75%**	**8.58%**	**.60%**
Multiple	**8.25%**	**9.38%**	**9.17%**	**.30%**

Pacific Islander*	**53.75%**	**54.37%**	**53.55%**	**63.29%**
White	**1.75%**	**1.56%**	**1.48%**	**3.58%**

Note: Source from *Lei Kulia* *This Data was pulled from Lei Kulia, which includes Native Hawaiians in the Pacific Islander Category

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Low SES	**63.00% (252 Students)**	**55.69% (186 Students)**	**62.13% (210 Students)**	**59.40% (199 students)**
English Learners (EL)	**36.50% (146 Students)**	**37.46% (121 Students)**	**40.53% (137 Students)**	**43.28% (145 students)**
Pacific Islanders (Not including Native Hawaiians)	**48.50% (194 Students)**	**50.15% (162 Students)**	**47.33% (160 Students)**	**50.75% (170 students)**

Note: Source: Lei Kulia

Table 3: Student Enrollment by Grade Level

	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
Grade 6	**134**	**87**	**128**	**124**
Grade 7	**136**	**116**	**90**	**129**
Grade 8	**130**	**117**	**120**	**82**

Note: Source Lei Kulia

Student demographics for ethnicity have remained unchanged for the past three school years with Pacific Islanders representing more than half of the total student population (Table 4). When disaggregated for race (Figure 3), the school's largest student population is Micronesian which represents close to 40% of the total school body. Other large student populations are Filipino (20%), Native Hawaiian (12.7%), and Samoan (5.9%).

Table 4: Student Enrollment by Ethnicity,

Ethnicity	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
Asian	**26.25%**	**24.69%**	**25.15%**	**28.96%**
Black	**1.00%**	**1.25%**	**2.07%**	**2.39%**
Hispanic	**9.00%**	**8.75%**	**8.58%**	**.60%**

Multiple	**8.25%**	**9.38%**	**9.17%**	**.30%**
Pacific Islander*	**53.75%**	**54.37%**	**53.55%**	**63.29%**
White	**1.75%**	**1.56%**	**1.48%**	**3.58%**

Note: Source from *Lei Kulia* *This Data was pulled from Lei Kulia, which includes Native Hawaiians in the Pacific Islander Category

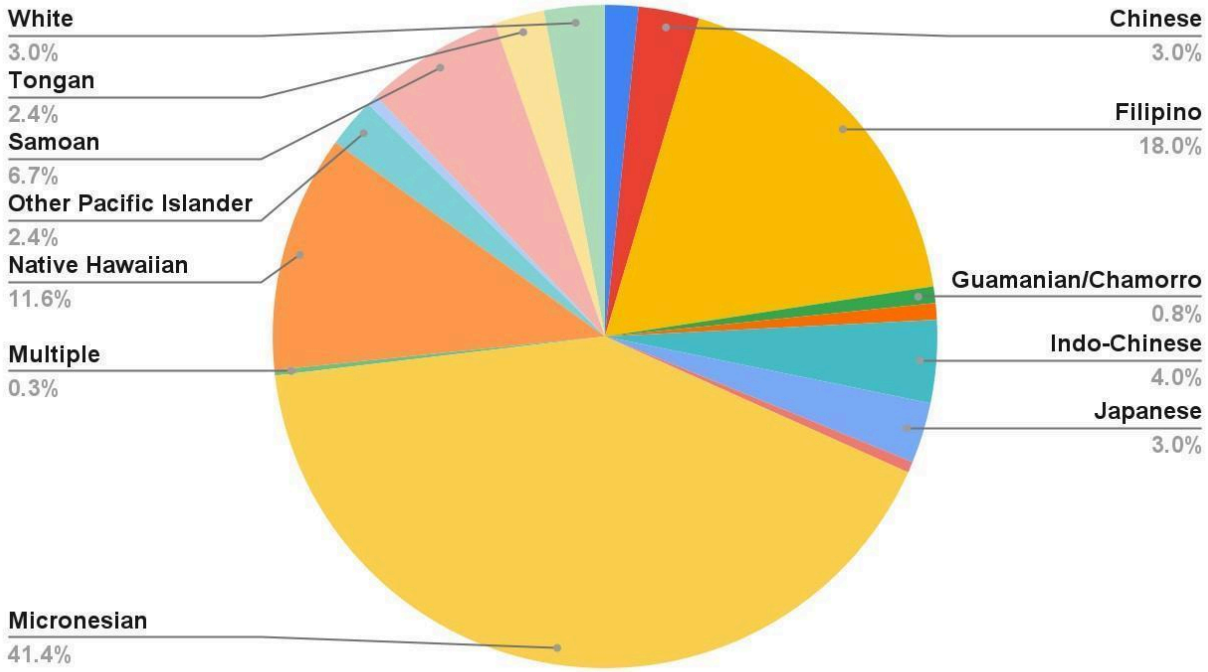


Table 6: Student Attendance Rate by Ethnicity

Ethnicity	SY 2019-2020**	SY 2020-2021	SY 2021-2022	SY 2022-2023
Asian	97.05%	95.84%	90.05%	93.61%
Black	90.42%	94.09%	67.86%	85.95%
Hispanic	89.35%	89.90%	79.96%	94.52%
Multiple	91.95%	96.42%	82.28%	88.69%
Pacific Islander*	89.41%	78.52%	79.91%	88.52%
White	93.78%	87.88%	67.22%	91.46%

Table 7: Chronic Absenteeism

	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023*
Percent of Students who Missed 15 or more days of School	24%	33%	44%	20% (As of 1-12-23)

Note: Source: Lei Kulia, *(As of 1-12-23)

Behavior Data

Student behavior data has fluctuated significantly over the last three years (Table 8). Due to

Distance Learning in SY 2020-2021, behavior offenses decreased significantly. Data from SY

2021-2022 and SY 2022-2023 indicate that students identified as “High Needs” continue to have the most behavior offenses, specifically those who are identified as being Low SES. In SY 2022-2023 Low SES students make up more than half of the total behavior offenses as of 1/12/23.

Table 8: Chapter 19 Incidents by Subgroups

	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023*
Number of Incidents	200	1	148	70 (as of 1-12-23)
Non-High Needs	23	1	48	11
High Needs	177		100	59
IDEA	67	1	27	18
Low SES	150		95	47
English Learners (EL)	84		91	35

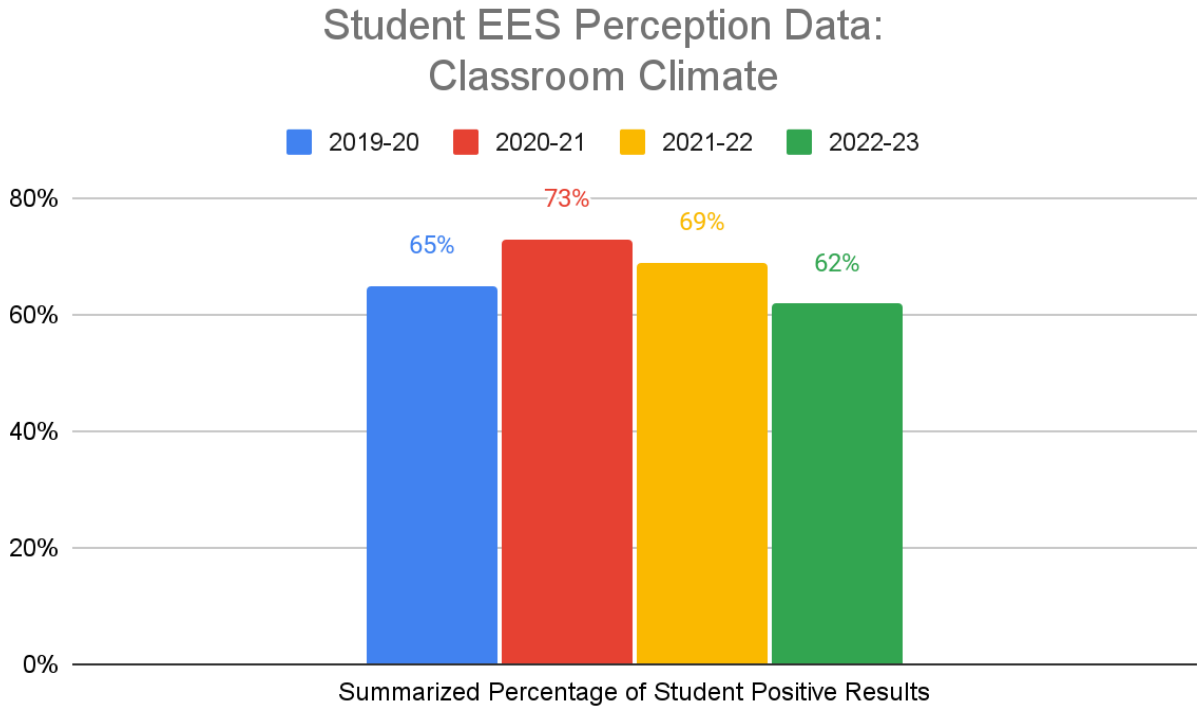
Table 9: Chapter 19 Incidents by Grade Level

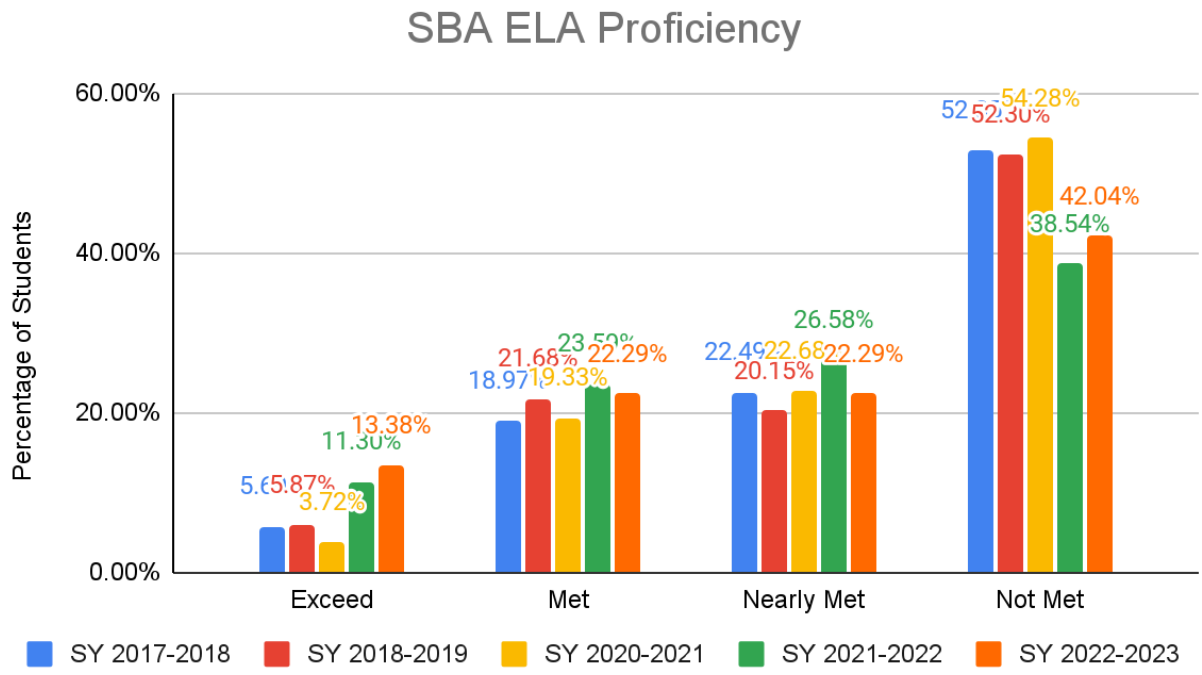
	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023*
Grade 6	77	1	62	24
Grade 7	56	0	50	25
Grade 8	33	0	36	21

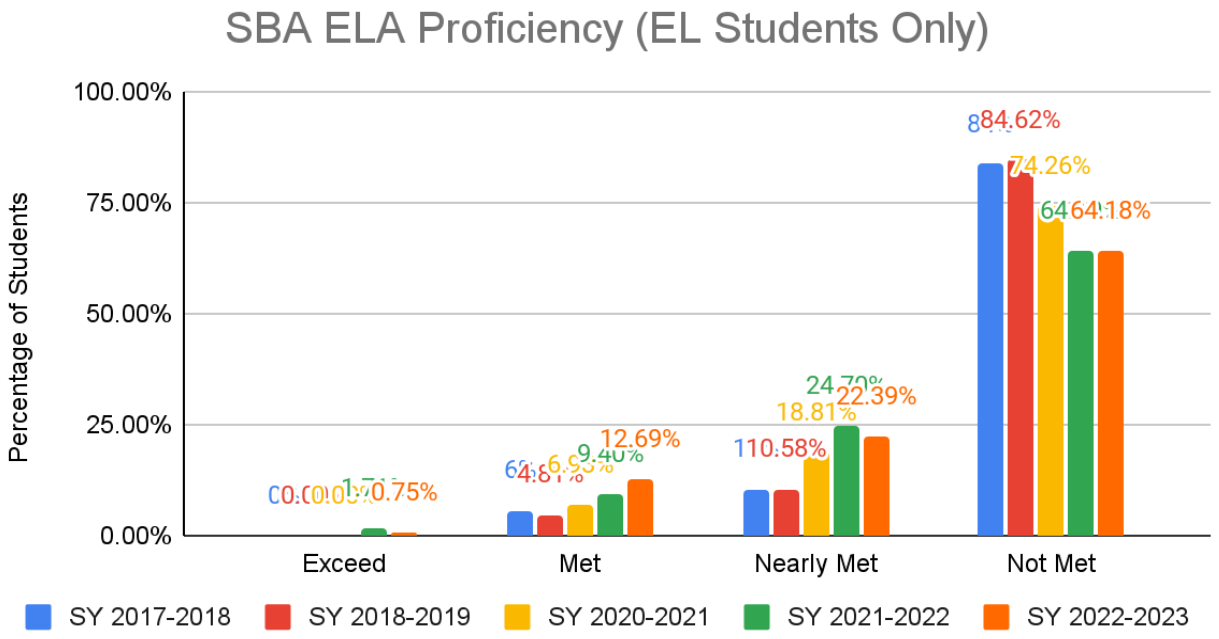
Note: Source Lei Kulia, *As of 1/12/23

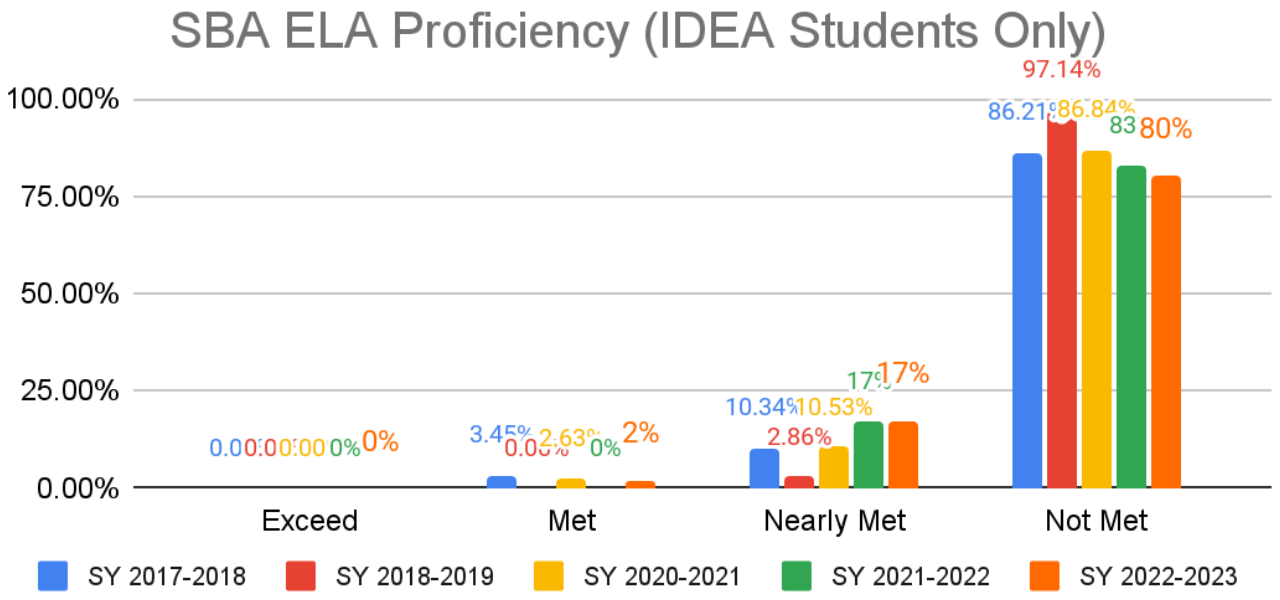
Table 10: Chapter 19 Incidents by Class Offense

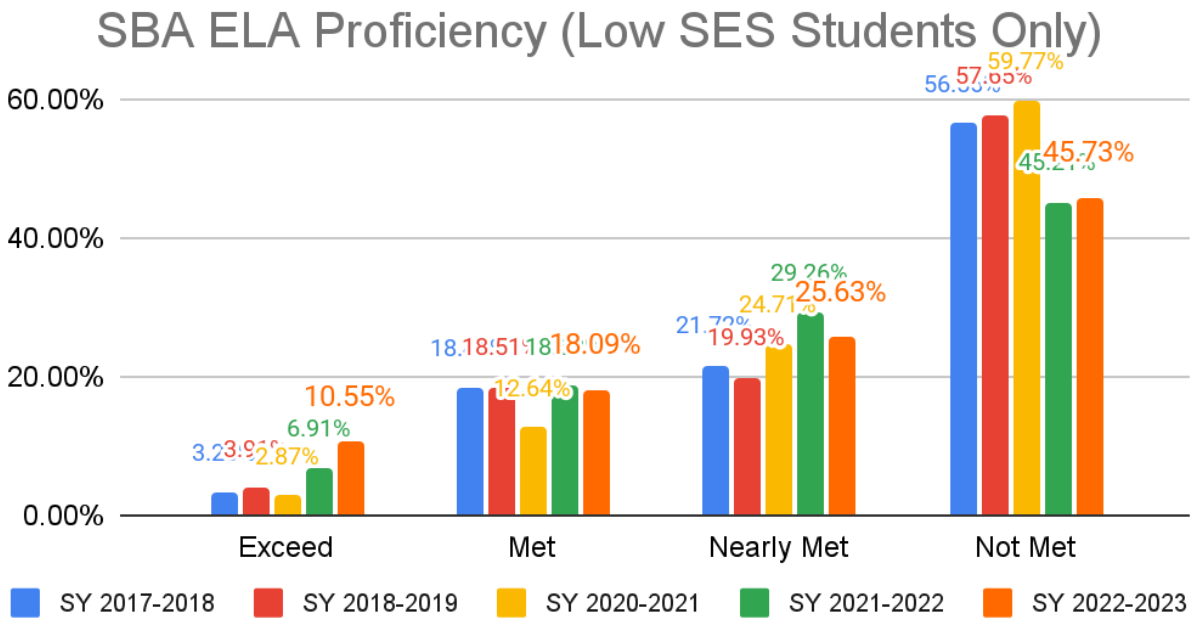
	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023*
Class A	50	1	51	23
Class B	31	0	37	23
Class C	63	0	37	14
Class D	153	0	32	1

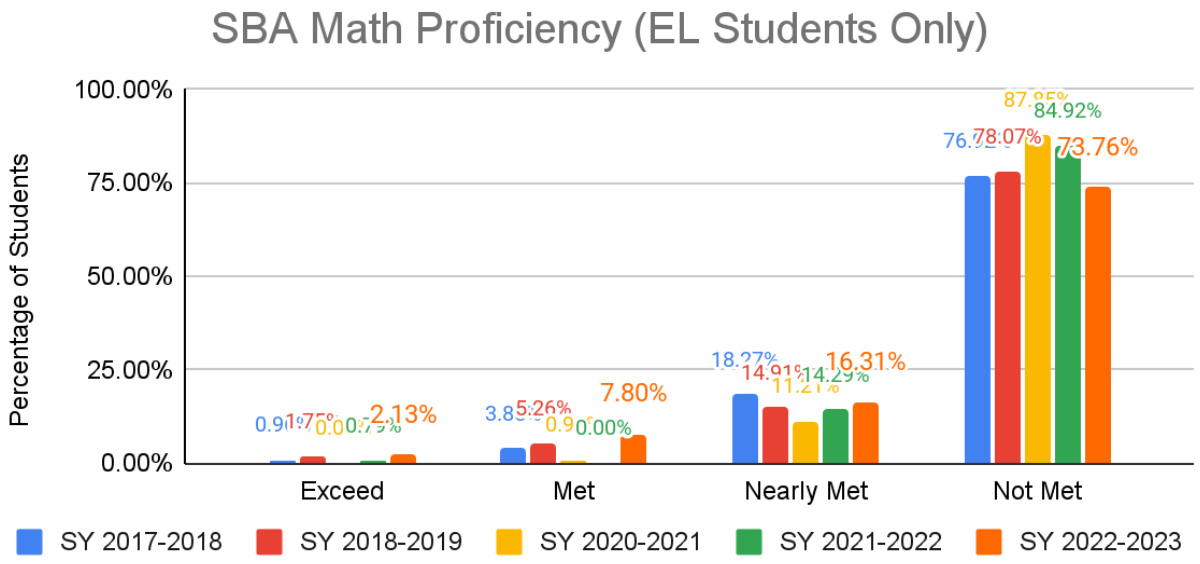

Student EES Perception Data:
Classroom Climate
2019-20
2020-21
2021-22
2022-23
80%
60%
40%
20%
0%
65%
73%
69%
62%
Summarized Percentage of Student Positive Results

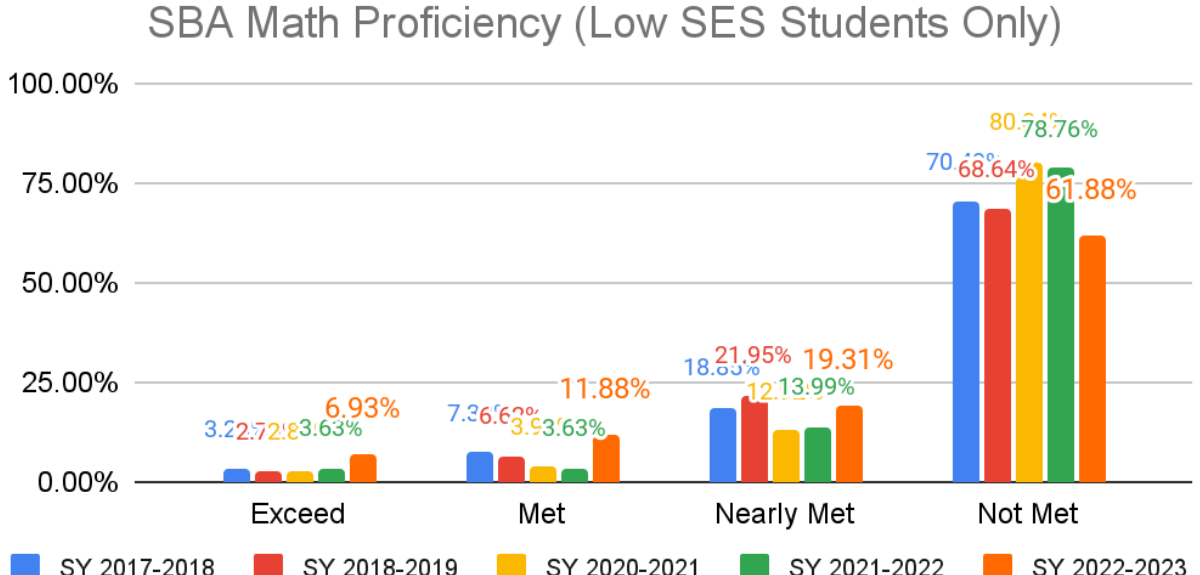

SBA ELA Proficiency
Percentage of Students
60.00%
40.00%
20.00%
0.00%
Exceed
Met
Nearly Met
Not Met
SY 2017-2018
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023
13.38%
3.72%
22.29%
26.58%
20.15%
22.29%
54.28%
42.04%
38.54%

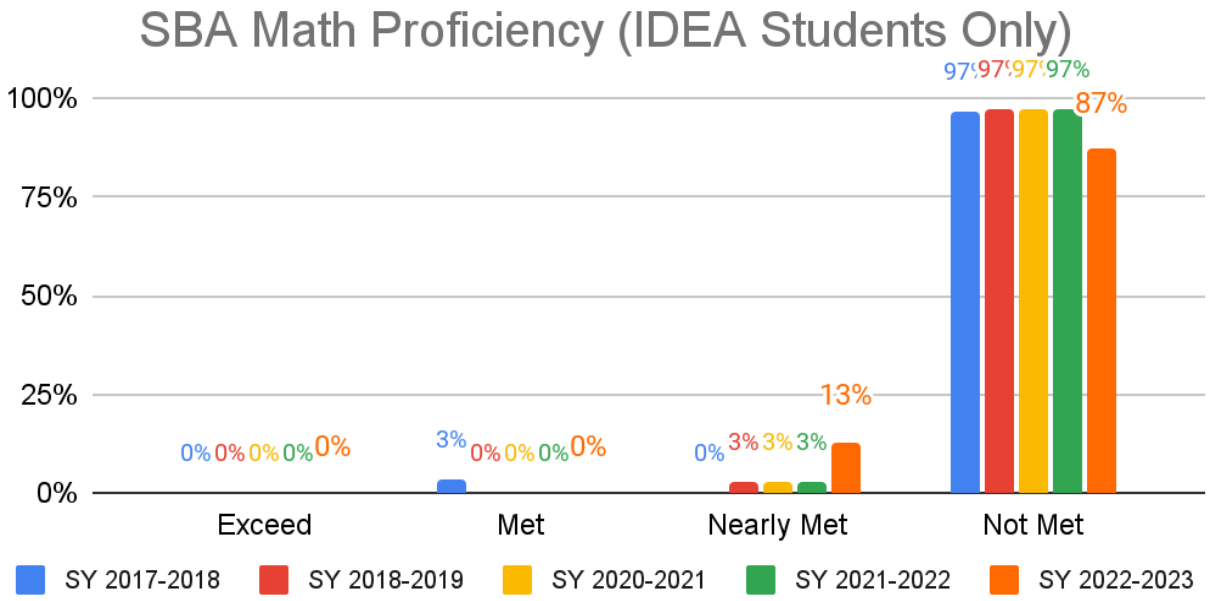

SBA ELA Proficiency (EL Students Only)
Percentage of Students
100.00%
75.00%
50.00%
25.00%
0.00%
Exceed
Met
Nearly Met
Not Met
SY 2017-2018
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023

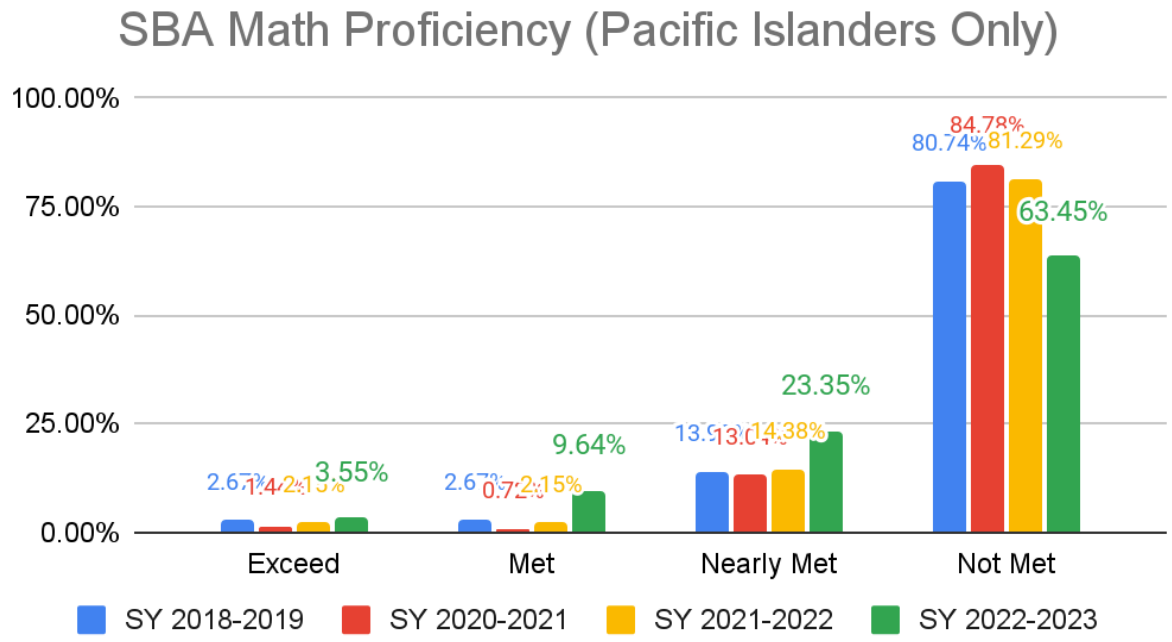

SBA ELA Proficiency (IDEA Students Only)
100.00%
75.00%
50.00%
25.00%
0.00%
Exceed
Met
Nearly Met
Not Met
SY 2017-2018
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023

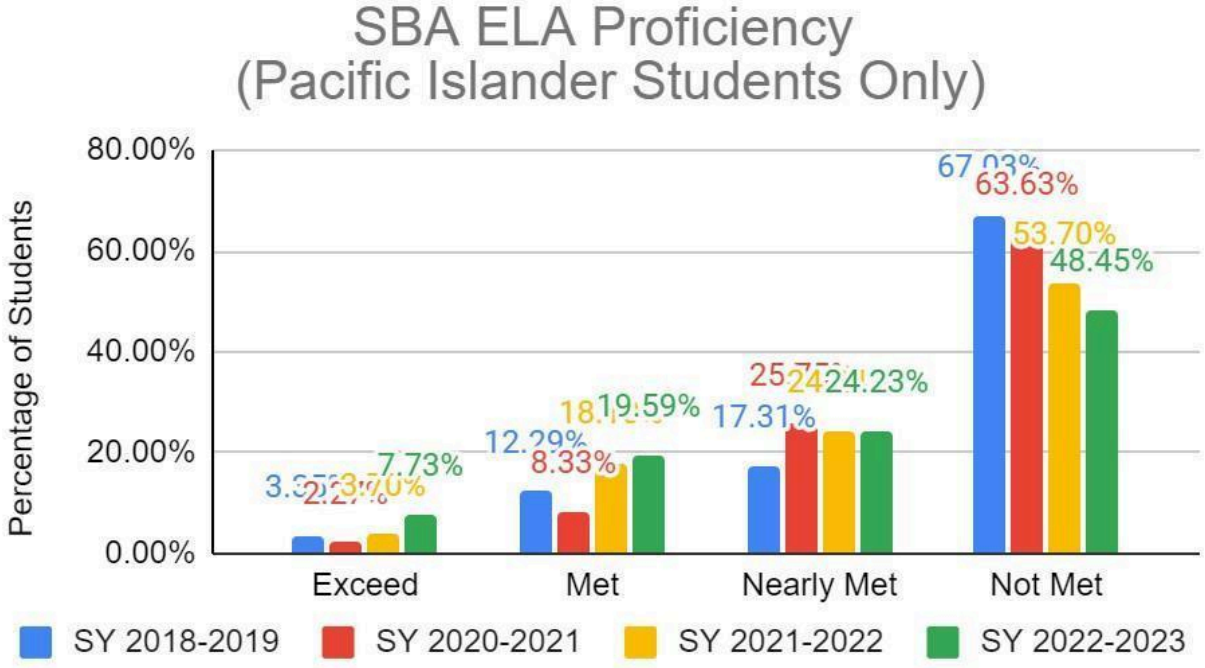

SBA ELA Proficiency (Low SES Students Only)
60.00%
40.00%
20.00%
0.00%
10.55%
6.91%
2.87%
18.09%
12.64%
25.63%
24.71%
19.93%
59.77%
45.73%
Exceed
Met
Nearly Met
Not Met
SY 2017-2018
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023


SBA Math Proficiency (EL Students Only)
Percentage of Students
100.00%
75.00%
50.00%
25.00%
0.00%
2.13%
7.80%
16.31%
84.92%
78.07%
73.76%
Exceed
Met
Nearly Met
Not Met
SY 2017-2018
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023


SBA Math Proficiency (Low SES Students Only)
100.00%
75.00%
50.00%
25.00%
0.00%
6.93%
3.63%
11.88%
21.95%
19.31%
78.76%
68.64%
61.88%
Exceed
Met
Nearly Met
Not Met
SY 2017-2018
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023


SBA Math Proficiency (IDEA Students Only)
100%
75%
50%
25%
0%
0% 0% 0% 0% 0%
3% 0% 0% 0% 0%
0% 3% 3% 3% 13%
97% 97% 97% 97% 87%
Exceed
Met
Nearly Met
Not Met
SY 2017-2018
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023


SBA Math Proficiency (Pacific Islanders Only)
100.00%
75.00%
50.00%
25.00%
0.00%
3.55%
9.64%
23.35%
80.74%
84.78%
81.29%
63.45%
Exceed
Met
Nearly Met
Not Met
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023


SBA ELA Proficiency
(Pacific Islander Students Only)
Percentage of Students
80.00%
60.00%
40.00%
20.00%
0.00%
7.73%
12.29%
8.33%
19.59%
17.31%
24.23%
67.03%
63.63%
53.70%
48.45%
Exceed
Met
Nearly Met
Not Met
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023

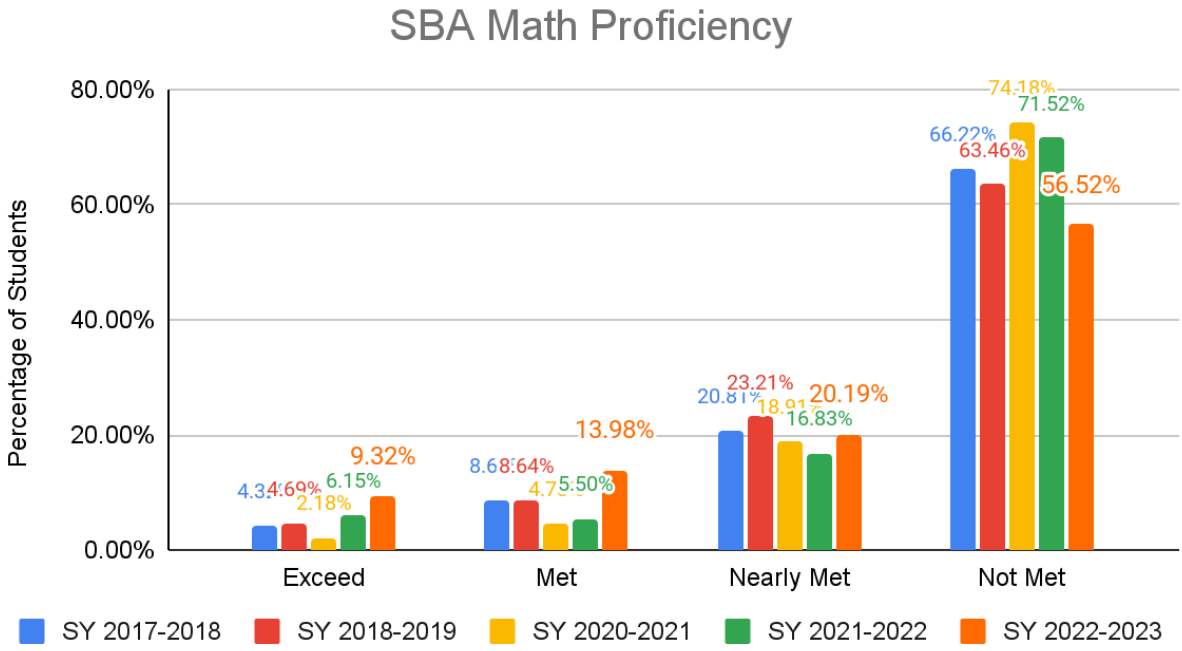
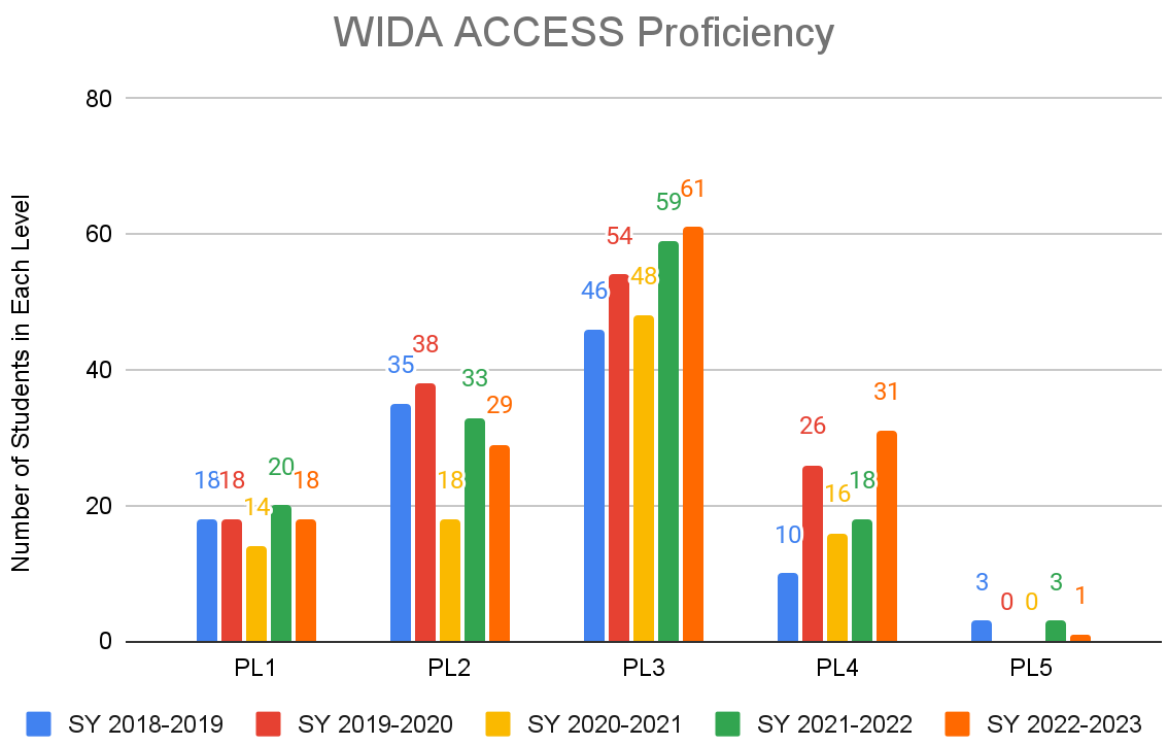

SBA Math Proficiency
Percentage of Students
80.00%
60.00%
40.00%
20.00%
0.00%
9.32%
6.15%
2.18%
13.98%
23.21%
20.19%
16.83%
74.18%
71.52%
66.22%
63.46%
56.52%
Exceed
Met
Nearly Met
Not Met
SY 2017-2018
SY 2018-2019
SY 2020-2021
SY 2021-2022
SY 2022-2023

Table 18 displays overall iReady Diagnostic Results for Reading over the last four years. Results for Reading indicate a consistent trend of an increase in the number of students at Tier 1 (At Grade Level) with each diagnostic and a decrease in the number of students at Tier 3 (Two or more grade levels below).

Table 18: iReady Reading Diagnostic

		Fall Diagnostic	Winter Diagnostic	Spring Diagnostic	Total Change (+/-)
SY 2019-2020	**Tier 3**	72%	66%		**-6%**
	Tier 2	15%	17%		**+2%**
	Tier 1	12%	17%		**+5%**
SY 2020-2021	**Tier 3**	69%	70%	67%	**-2%**
	Tier 2	14%	12%	12%	**-2%**
	Tier 1	16%	18%	21%	**+5%**
SY 2021-2022	**Tier 3**	74%	73%	67%	**-7%**
	Tier 2	13%	13%	14%	**+1%**
	Tier 1	14%	14%	19%	**+5%**
SY 2022-2023	**Tier 3**	67%	60%	57%	**-10%**
	Tier 2	16%	18%	18%	**+2%**
	Tier 1	17%	22%	25%	**+8%**



Chapter III: Quality of the School's Program

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

Based on the self-study and visiting committee findings, for each criterion in the following categories:

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

- **Summarize an analysis of what currently exists and its impact on student learning**
- **Highlight areas of strength**
- **Highlight the key issues**
- **List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.**

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

CATEGORY A. ORGANIZATION

A1. Vision, Mission, and General Learner Outcomes

To what extent does the school have a clearly stated vision and mission (purpose) focused on student

needs, aspirational goals, equity, diversity, inclusion, and the belief that all students can achieve at high academic levels?

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

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

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

The school has a well-defined vision and mission that appears to be widely supported by staff and the School Community Council (SCC). The vision and mission were developed with a focus on student learning and achievement, incorporating the state's academic standards and the school's own CHECK goals (Collaboration, Honesty, Excellence, Courage, Kindness-see above). The school utilizes a data-driven approach for continuous improvement as it relates to I Ready and SBA assessments. They consider student, teacher, and parent surveys, academic assessments, behavioral data when creating the Comprehensive Needs Assessment (CNA) and Academic Plan. The school also takes all of those data points into consideration in developing academic plans for each student. Both the CNA and Academic Plan were developed with faculty involvement as well as community and stakeholder input.

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Supporting Evidence:

- Faculty meeting minutes discussing the vision and mission.
- SCC meeting minutes from December 2023 approving the current vision and mission.
- The CHECK matrix (used in place of the state's GLOs - Global Learning Outcomes).
- Minutes from WASC meetings (Western Association of Schools and Colleges).
- Documents such as the CHECK Calendar, PRKMS department vision and goals, action plan table, CNA review with feedback.
- Overall, these findings demonstrate the school's commitment to a clear and shared vision, data-driven decision making, and continuous improvement for student success.

A2. Governance

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

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

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

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

Staff Awareness

- Staff receives comprehensive information about school and state policies at the beginning of each year through a hardcopy packet and training modules.
- This ensures a clear understanding of the governing authority's relationship to staff responsibilities.

Strengths:

- Standardized onboarding process for new hires.
- Comprehensive training on policies and procedures.

Stakeholder Awareness

- The school disseminates information about its status as a public school under HIDOE through various channels.
- Stakeholders are informed about HIDOE rules, regulations, and BOE policies via:
    - School website information.
    - Principal presentations at Open House.
    - School communications.
    - Bi-monthly School Messenger blasts.

School Community Council (SCC)

- The SCC offers a platform for stakeholder involvement, but parent participation is low.
- Reasons for low participation may include work/family commitments and limited English proficiency.

Community Parent Teacher Association (CPTA)

- The CPTA allows for community support through fundraising and service projects.
- The principal shares information about school decisions, expectations, and initiatives here.

Overall

The school implements a comprehensive system for informing staff about policies and procedures. However, gauging stakeholder understanding of the HIDOE's role in guiding school initiatives requires further assessment. Strategies to increase parent participation in the SCC could also be explored.

A3. Leadership and Staff — Data-Informed Decision-Making

To what extent, based on the use of multiple sources of data, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards?

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

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

- The school's decision-making process is broad-based, inclusive, collaborative, and a continuous improvement cycle that fosters the commitment of stakeholders, including the staff, students, and parents, to refine and implement school improvement strategies and actions, and monitors results.
- The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual

process) guides the school's Academic Plan and the school's Leadership Team/Academic Reflection Team has defined roles and responsibilities to monitor and refine the progress of the implementation of the Academic Plan.
- The School Community Council (SCC) reviews and monitors the Academic Plan and provides opportunities for stakeholder input and feedback.

A.3

Princess Ruth Ke'elikolani Middle School demonstrates effectiveness in ensuring a broad-based, inclusive, collaborative decision-making process that operates as a continuous improvement cycle, fostering commitment from stakeholders, including staff, students, and parents. The VC saw evidence of the school refining and implementing strategies and actions for school improvement. At this important juncture in the school's progress, not all developments have a method of monitoring the impact but the school is aware that next steps will include how to collect data that reflects the effectiveness of their efforts and how to aggregate that data to make decisions.

- **Collaborative and Inclusive:** The school involves staff, students, and parents in decision-making through various channels like SCC meetings, departmental meetings, and grade-level collaborations.
- **Data-Driven:** Multiple data sources (iReady, state assessments, surveys) are used to inform the Academic Plan and identify areas for improvement.
- **Continuous Improvement Cycle:** Data analysis guides setting goals, implementing strategies, and monitoring progress.
- **Stakeholder Input:** The School Community Council provides a platform for parents and community to offer feedback on key documents like the Academic Plan.
- **Inter-School Collaboration:** The school leadership engages with other schools in the complex for knowledge sharing and support.

Process:

1. **Data Collection:**
    - Academic data (iReady, assessments)
    - Social-emotional learning data (Panorama)
    - Enrollment data
    - Attendance data
    - Learning walk data
2. **Comprehensive Needs Assessment (CNA):**
    - Led by the Lead Team, analyzing various data sources.
    - Identifies school priorities and areas of focus.
3. **Academic Plan Development:**
    - Based on the CNA findings.
    - Involves setting goals for improvement.
4. **Decision-Making Meetings:**
    - Staff meets in departments, teams, and grade levels to review data and goals.
    - Feedback and input are sought from teacher leaders.
5. **School Community Council (SCC):**
    - Reviews and provides feedback on the Academic Plan and other key documents.
    - Offers a platform for parent and community involvement.
6. **Monitoring and Refinement:**
    - Outcomes are monitored to assess progress and inform future decisions.

Overall:

Ke'elikolani Middle School demonstrates a well-structured approach to decision-making, emphasizing collaboration, data analysis, and continuous improvement. They involve various stakeholders in the

process and leverage inter-school collaboration for additional support. The school would benefit from developing means to measure the effectiveness of their new initiatives such as tutoring, new curriculum, counseling, “walk throughs” and instructional practices being implemented.

A4. Leadership and Staff — Schoolwide Organization for Student Achievement

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

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

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

Clarity of Roles:

- Roles and responsibilities for administrators, coordinators, and all staff are clearly communicated at the beginning of the school year and displayed on the Faculty Matrix for ongoing reference.

Hiring:

- The school adheres to HIDOE protocols and policies for staff hiring.

New Teacher Orientation:

- New teachers participate in the Keʻelikōlani Academy, a monthly mentor program with additional support meetings.

Ongoing Teacher Support:

- Teachers are integrated into weekly grade-level teams with a team leader, administrator, and counselor, fostering a supportive environment.
- Teachers also belong to departments with shared planning periods for collaboration, structured vertically for cross-grade level support.

Overall:

Ke'elikolani Middle School implements clear communication, a structured hiring process, and a comprehensive support system for new and existing teachers. This approach promotes collaboration and a positive school environment.

A5. Leadership and Staff — Research and Professional Development

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

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

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

Summary of Professional Development (PD) at Ke'elikolani Middle School

- The school allocates resources for PD, including time, personnel, materials, and budget.
- Waiver Days and Planning and Collaboration Days provide time for application, collaboration, sharing, and reflection after PD sessions.
- More staff at PRKMS have attended PD than in any other years.
- The school realizes it needs to develop a system to measure the impact of PD on teacher practice and student performance.
- Learning walk protocols are being developed to gather data on strategy implementation and student engagement but data from these walkthroughs needs to be utilized to develop formal expectations of instruction that are universally shared and measured.
- The staff reported that they would like to have more options for professional development that is specific to their individual jobs.

Overall:

Ke'elikolani Middle School demonstrates a commitment to supporting professional development through allocated resources and dedicated time for application and collaboration. They are actively developing methods to assess the impact of PD on teachers and students but there is more work to be done in this area. A system for teachers to request additional resources could be explored further.

A6. Resources

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

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

- The school leadership and staff are involved in decisions about resource allocations aligned with the school's vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan.
- Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, General Learner Outcomes, and identified student learner needs.
- Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.
- The school allocates appropriate resources to support student academic, behavioral and social-emotional needs through services, such as counseling/advisory services, psychological and health services, or referral services.

- The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.
- The school's facilities are adequate, safe, functional, well-maintained, and support a learning environment conducive to the educational program based on the school's mission and General Learner Outcomes.

Ke'elikolani Middle School involves leadership, staff, and stakeholders in creating its budget, ensuring funds are directed towards achieving the school's vision, mission, academic goals (General Learner Outcomes and academic standards), and the Academic Plan. This inclusive approach allows for strategic allocation of resources to support all students, including Pacific Islander and high-needs learners, through dedicated staff positions (counselors, data coach, student support staff) and professional development for teachers. As shared by the CAS (complex area superintendent) PRKMS follows strict financial protocols with internal and external audits, adheres to sound accounting practices, and undergoes review by the complex area superintendent, ensuring transparency and responsible use of funds.

Staff report that while it is clear that the Principal reviews all requests for materials and technology, they feel there is a strong commitment to provide whatever is needed to improve the learning of the students at the school; they feel they have what they need to support students. Many staff reflected on the recent improvements to the facility and suggest that there are some areas on campus that could be improved for both aesthetic and safety reasons.

HIDOE/WASC Category A. Organization

Areas of strength for Organization:

1. The school has dedicated, experienced, caring staff that stay at PRKMS because they are committed to the success of the very unique population of students.
2. The Principal has made many positive changes at the school which have been regarded by the majority of the staff, students and community members as the reasons for the significant improvement in school culture, attendance and incremental improvement in student performance.
3. The school demonstrates effectiveness in formulating a distinct and cohesive Vision, Mission, and General Learner Outcomes. The creation of the Mission and Vision involved the entire school community, fostering a collective understanding and belief in the school's overarching objectives.
4. The school has developed an Academic Plan grounded in high-quality standards and aligned with best practices, student/community profile data, and the conviction that all students can learn. Furthermore, the school employs effective processes to engage representatives from the school community in shaping or refining the Academic Plan.
5. The school fosters a collaborative and inclusive decision-making process.
6. Ke'elikolani analyzes various sources of data to inform both the school's Academic Plan and the actions of the Leadership Team. The school gathers data and utilizes it as a guide for some decision-making processes.

Key issues for Organization:

1. The Principal's contributions have positively transformed the school, yet the role's sustainability hinges on a strategic pivot from operations to instruction. This means transitioning the principal's focus towards developing instructional leadership and clear instructional expectations and continuing to foster strong community partnerships. By empowering others to handle day-to-day operations, the principal can dedicate more time to directly impacting student achievement through instructional improvement and collaborative efforts with families and the community.
2. Clarifying and sharing roles and responsibilities, along with a structured approach to teaching expectations and fostering continuous growth, would enhance instructional methods and student achievements.
3. The school is evolving alongside its students, parents, and other members of the school community, showcasing a comprehension of and dedication to the school's Vision, Mission, General Learner Outcomes, and the Academic Plan.
4. Ke'elikōlani continues to provide opportunities to encourage parent involvement. The school exhibits moderate effectiveness in ensuring that the school community and stakeholders possess a comprehensive understanding of the governing authority's role, its relationship with the staff, and the decision-making processes, expectations, and initiatives.
5. The school is developing in its process to regularly monitor the Academic Plan using multiple sources of data. There is a need to regularly share the findings with the faculty and staff.
6. PRKMS is developing its processes to bolster strategies and accountability measures that foster the professional growth of staff, while also refining its approach to gauge the tangible effects of professional development on teaching practices and its subsequent impact on student performance.

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

1. Staff meeting agendas
2. Department meeting agendas
3. Interviews with staff, students, parents and CAS
4. Budgets
5. Academic Plan
6. Roles and Responsibilities document

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Coherent Standards-based Curriculum

To what extent do all students participate in a rigorous and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan?

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

B1.1. Rigorous and Vertically Aligned Curriculum: The school curriculum is rigorous and consistently addresses the General Learner Outcomes and academic standards at each grade level, subject area, course, and/or program and is vertically aligned to ensure the same high expectations for all students.

PRKMS is in compliance with current HI-DOE State and Complex Area requirements for implementing "guaranteed viable curriculum" using the HI-DOE Curriculum Management System, the Instructional Materials Approval Process, and the state provided list of vetted ELA and Math curriculum programs from the state Office of Curriculum and Instructional Design.

ELA - Amplify ELA 6-8 is a vetted standards-based, rigorous, vertically aligned curriculum.

Math - Ready Math is a vetted, standards-based, rigorous, vertically aligned curriculum.

Social Studies - Given Hawaii's state timeline for Social Studies GVC (guaranteed viable curriculum) program selection by SY 25/26, it is appropriate for a varied curriculum to be used at this point.

Science - While NGSS was expected to be fully implemented in HI-DOE schools by SY 2019-2020, PRKMS currently uses iQuest and is transitioning to Amplify Science in SY 24/25.

Electives - Various standards-based curriculum based on Hawaii Content and Performance Standards (HCPSIII)

Areas of Strength:

- Quality Viable Curriculum programs purchased and available for teachers
- The school has a process for each department to develop and follow an action plan that tethers each department to the school's academic plan. (see "PRKMS Action Plan Table")
- While the self-study report states "the school does not have a curriculum review, evaluation, and planning process that engages stakeholders (parent, community, student)," PRKMS has evidence of the process within each teaching department.

Key Issues:

- Strengthen the department action plan process and outcomes
- Strengthen the implementation of Guaranteed Viable Curriculum (GVC) using student engagement strategies and teacher expertise
- Focus on ensuring all grade level standards are being taught, not only foundational skills
- Differentiation, supports, scaffolding for students to access grade level standards via the curriculum scope and sequence
- Rigor: need higher order thinking tasks, assignments, questions
- To what extent do all students participate in the core curriculum? What is the impact on student learning? How are teachers adapting and manipulating core curriculum?
- What exactly are the school's academic learner outcomes?
- Core curriculum programs all seem to be "new." How is the school measuring the effectiveness of these programs?

- The school would benefit from building teacher capacity in instructional leadership and engagement strategies using their GVC.

B1.2. Effective Curriculum Planning Process: The school's curriculum review, evaluation, and planning processes are effective and engage key stakeholders to ensure student learning needs are met through a rigorous and vertically aligned curriculum.

While there is no formally established process for the systematic review, evaluation, and planning of the school-level curriculum, the initial curriculum program choices are in compliance with the HI-DOE Curriculum Management System and Instructional Materials Approval Process.

Teachers and administrators then evaluate and choose instructional resources based on their professional judgment and experience, and the specific needs and characteristics of the student population at PRKMS. Each department's curriculum review, evaluation, and planning process has been documented and linked as evidence.

Areas of Strength:
- Documentation of each department's curriculum review, evaluation, and planning process
- PRKMS is in compliance with current HI-DOE State and Complex Area requirements

Key Issues:
- Engage key stakeholders to ensure student learning needs are met through a rigorous and vertically aligned curriculum
- Instructional Rigor - the school would benefit from measuring the effectiveness of instructional curriculum programs being used.
- The school would benefit from consistent updating and conversation around the use of pacing guides and curriculum maps.

B1.3. Integration Among Disciplines: There is curriculum integration among disciplines at the school.

As a small school with only one teacher in each grade per subject, curriculum integration is a challenge. The school has also launched many new programs over the last two years:
- Core curriculums
- Technology curriculum supports
- KidTalk Protocol
- iReady data chats

With so much new, it seems more appropriate for "IDUs" to take a back seat. Teachers need to focus on building content standard knowledge in their subject, instructional strategies, student engagement strategies, and efficacy in core curriculum programs. Teachers should be trained in best instructional practices, supported by instructional coaching, and given feedback on their instruction in order to improve their practice and elevate grade level standards instruction.

Areas of Strength:
- Technology supports available for differentiation
- SEL, CHECK integration among disciplines
- Growth mindset, positive relationships, "way of being" consistently integrated across campus

Key Issues:
- Prioritize focusing on core curriculum efficacy
    - Manipulation of core curriculum programs

    - Build capacity of teachers as experts in instruction and experts in their curriculum programs
- Determine where IDUs fit into a long-term plan (3-5 year plan)

B2. Rigorous and Relevant Curriculum to Meet Students' Needs

To what extent do all students participate in a rigorous and relevant standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and addresses students' learning needs?

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

B2.1. Student Work — Addressing Standards-Based Curriculum: 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.

There is a need for a school-wide procedure for evaluating student work samples in alignment with standards and proficiency scales. Administrative involvement in these practices is necessary through classroom walkthroughs. The newly created Peer Observations afford teachers the opportunity to learn from their walkthroughs as to how their peers are implementing curriculum and engaging students.

Areas of Strength:

- School-wide- Baseline Writing Assessment to inform instruction and instructional groupings by sharing the student work with the ELA, EL and Social Studies departments.

Key Issues:

- PRKMS would benefit from the development of a system and protocols for examining student work samples and observing student engagement demonstrating the implementation of a standards-based curriculum and CHECK learner outcomes.
- Strengthen walkthrough practices and outcomes: peer observations, admin observations, instructional coach observations

B2.2. Real World Experiences and Applications: All students have access to real world experiences and applications of their educational interests in relationship to a rigorous, standards-based curriculum.

The school excels in providing every student with opportunities to participate in real-world experiences across a diverse range of core classes and electives such as music classes, CTE classes, School Community Council, Student Government, and physical education. Additionally, a multitude of extracurricular opportunities, including clubs, science fairs, and enriching field trips, further enrich the practical application of their educational interests.

Areas of Strength:

- Community partnerships
- Field trips to college and career settings
- Guest speakers
- Staff efficacy - the staff believes in real world experiences and applications
- Student Government

Key Issues:

- Within the many opportunities for real world experiences and applications, the school would benefit from relating these interests and experiences to rigorous, standards-based curriculum. (i.e. advocacy work, letters to legislation, projects, citizen science data collection and reporting,

application of standards in these real world experiences)

B2.3. Support for Students' Career and Educational Options: A relevant curriculum is accessible to all students and addresses their needs so they can make appropriate choices and pursue a full range of college/career and/or other educational options.

PRKMS is actively working to improve students' access to a curriculum that directly aligns with college and career readiness. This involves ongoing curriculum review and selection efforts. Tier 1 instruction would benefit from the implementation of the core curriculums' standards scope and sequence, differentiation of materials and tier 1 interventions.

Areas of Strength:

- Increase in positive staff morale has led to an increased willingness to show up for students and the tough work necessary for student success
- Technology supports available: Drift (differentiation of texts), Achieve3000 (nonfiction reading focusing on building science of reading skills), IXL (math standards aligned program), KUTA (software to create algebra worksheets and assessments), Aerial drones and robotics
- Clubs, clubs, science fairs, field trips

Key Issues:

- Beyond selecting curriculum, the school would benefit from measuring the effectiveness of all programs and curriculums being implemented and their impact on student learning.

B2.4. Ongoing Student Success: The school uses data to determine if students are successful at the next level of their educational program (i.e., elementary to middle/intermediate, middle/intermediate to high school, high school to postsecondary options.

Efforts to determine student success in high school have recently begun. Last year (22-23 school year), GEAR UP surveyed the freshman class at McKinley High School where the vast majority of the school's graduates attend. Students reported that they earned Ds and Fs. Ninth grade retention data indicates a need for PRKMS to strengthen students' foundational skills and high school readiness in order to better prepare students for the challenges and expectations of high school. Looking at data and following up to see student success at the next level is definitely something PRKMS needs to work on. Ninth grade retention data indicates a need for PRKMS to strengthen students' foundational skills and high school readiness in order to better prepare students for the challenges and expectations of high school.

Areas of Strength:

- Surveyed former students as 9th graders to assess how well students were doing in the first quarter of their freshman year

Key Issues:

- Based on the data shared on PRKMS students' success rates at the next level (high school), PRKMS would benefit from improving the effectiveness of curriculum and instruction.

HIDOE/WASC Category B. Standards-based Student Learning: Curriculum

Areas of strength for Standards-based Student Learning: Curriculum:

1. Guaranteed Viable Curriculum (GVC) programs purchased and available for teachers. The school has high quality resources available.

2. The school has a process for each department to develop and follow an action plan that tethers each department to the school's academic plan. (see "PRKMS Action Plan Table")

3. The School is supportive in investing in technological support recommended by staff members. Technology supports available: Drift (differentiation of texts), Achieve3000 (nonfiction reading focusing on building science of reading skills), IXL (math standards aligned program), KUTA (software to create algebra worksheets and assessments).

4. Students are exposed to real-world applications via curricular and co-curricular opportunities including aerial drones and robotics, a multitude of clubs that bring forth teachers' passions, science fairs, and field trips.

Key issues for Standards-based Student Learning: Curriculum:

1. To boost instructional quality and student success, the school needs to refine curriculum planning processes, prioritize core curriculum efficacy and effectiveness, and enhance teacher proficiency in their curriculum, teaching, and engagement methods. Establishing a system to assess curriculum effectiveness before initiating changes is also essential.

2. The school would benefit from continuing to strengthen the Department Action Plan Process, including the development of a system and protocols for reviewing standards and curriculum, examining student work samples relevant to the curriculum, and observing student engagement demonstrating the implementation of a standards-based curriculum and CHECK values.

3. The school can increase students' access to grade level curriculum by providing scaffolds and differentiation strategies in tier 1 instruction within the curriculum scope and sequence *(in addition to building foundational skills via iReady).*

4. Within the many opportunities for real world experiences and applications, the school would benefit from relating these interests and experiences to rigorous, standards-based curriculum (i.e. advocacy work, letters to legislation, projects, citizen science data collection and reporting, application of standards within real world experiences).

5. PRKMS would benefit from the development of a system and protocols for examining student work samples and observing student engagement demonstrating the implementation of a standards-based curriculum and CHECK learner outcomes.

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

- PRKMS Department Action Plan Table
- HIDOE CMS/IMAP Document
- Meeting minutes regarding curriculum selection - Department Curriculum Review, Evaluation, and Planning Process
    - Science
    - Math

    - English/Language Arts
- PRKMS WASC Teacher Survey
- Peer Observation Data
- Pacing Guides
- 2022-23 Compilation of Grades from the Transitioning to High School Survey
- 2022-23 Transitioning to High School Survey

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction — Student Centered Instruction

To what extent do students actively participate and are highly engaged in their learning through challenging activities that support all students achieve the academic standards?

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

C1.1. Student Engagement and Challenging Learning Activities: All students actively participate and are engaged in challenging appropriate learning activities to achieve the academic standards and the General Learner Outcomes.

Administrator walkthroughs and survey data, suggests variability in the degree of student engagement and the challenge level of learning activities across classrooms. Although a significant portion of classrooms showed high levels of student engagement, many had low engagement levels. The use of effective class time strategies and maintaining academic rigor were reported. However, student confidence in understanding and completing challenging work appears to be an area of need.

Areas of Strength

- Effective Use of Class Time: Teachers are reported to leverage class time efficiently in 95% of classrooms. This indicates strong classroom management and instructional strategies that maximize learning opportunities.
- Academic Rigor: 82% of lessons observed were at grade level demonstrating commitment to academic standards and challenging students appropriately.
- Peer and Technology Engagement: Activities like peer discussions and technology use are highlighted, showing an emphasis on collaborative learning and digital literacy.
- Efforts to improve student engagement: Enrichment blocks and Clubs reflect the school's commitment to offering a variety of learning experiences for students

Key Issues

- Consistency in Student Engagement: There is inconsistency in student engagement across classrooms. 40% of classrooms have less than 50% of students engaged. This suggests a the need for strategies to boost engagement.
- Student Confidence in Completing Challenging Work: A significant portion of students express doubts about their ability to understand complex ideas and complete challenging assignments.
- Discrepancy in Engagement Data: The reported discrepancy between observed engagement and effective use of class time calls for a review and calibration of evaluation tools to ensure accuracy and reliability in data collection.
- Implementation of Evidence-based practices: A system for supporting teacher use of evidence-based practices and the monitoring of the fidelity of implementation has not yet been established.

C1.2. Student Understanding of Performance Levels: Instruction is organized so that all students know beforehand the standards/expected performance levels and General Learner Outcomes for each area of study.

RKMS has made efforts to ensure that learning targets and General Learner Outcomes (GLOs) are visible and communicated to students. The visibility of learning targets in classrooms, as observed during administrative walkthroughs and peer observations, indicates the school's priority of making students aware of the expectations and goals for their learning. The emphasis on GLOs through the CHECK values, integrates the core values into the curriculum. Most students can articulate what

activity they are engaged in, while a much smaller proportion understand the underlying purpose of these activities. This indicates a gap in connecting daily tasks to broader learning objectives and performance standards.

Areas of Strength

- Visibility of Learning Targets: A high percentage of classrooms display learning targets is commendable, setting clear expectations for students and guides the focus of the lesson.
- Integration of GLOs into Curriculum: The systematic teaching of CHECK values across grades through Advisory lessons is a strength. It incorporates essential life skills and values into the daily activities of the school.
- Peer Observations: The practice of peer observation, especially focused on classroom instruction, facilitates a culture of continuous improvement and collaboration among teachers.

Key Issues

- Depth of Student Understanding: The challenge remains in deepening students' understanding of the "why" behind their learning activities. While students may know what they are doing, their understanding of how these activities align with learning targets and GLOs is less clear.
- Interaction with Learning Targets and Success Criteria: Simply posting learning targets is not sufficient. There needs to be interaction among teachers and students regarding these targets and what success in achieving the targets looks like.

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

PRKMS demonstrates a strong commitment to incorporating student voice and feedback into instructional practices. According to the WASC Teacher Survey, a significant majority of teachers at PRKMS actively use student feedback to adjust their instruction. Various methods, such as observations, Bellwork, Exit Slips, and conversations, are employed to gather insights into student engagement and understanding. Additionally, initiatives like the Planning Responsive Inclusive Math Education (PRIME) and Restorative Practices have helped to integrate student feedback more intentionally into the learning process.

Areas of Strength

- Diverse Methods for Gathering Feedback: The variety of methods used to collect student feedback, including daily and quarterly surveys, provides teachers with multiple insights into student learning and engagement.
- Responsive Instructional Adjustments: The adjustments made based on student feedback, such as the increased use of vertical whiteboards in math classes, demonstrate the school's responsiveness to student needs and preferences.
- Restorative Practices and Treatment Agreements: The implementation of Treatment Agreements through Restorative Practices promotes a collaborative classroom environment, emphasizing mutual respect and understanding among students and teachers.

Key Issues

- Lack of Systemic Feedback Mechanism: While individual teachers and certain classes successfully gather and utilize student feedback, there is an absence of a school-wide, consistent method for collecting and responding to student feedback about instruction. This inconsistency could limit the broader impact of student feedback on instructional improvement.

- Limited Understanding of Feedback's Impact: There is evidence of feedback being used to adjust instruction, but less information on how these adjustments impact student learning outcomes, including attendance, and engagement across all subjects and grade levels.

C2. Instruction — Challenging and Relevant Instruction

To what extent do all teachers provide all students with a challenging and relevant instructional program in an equity-centered environment that includes differentiated instruction and engaging activities and assignments, so all students demonstrate creative and critical thinking, problem solving, and application?

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

C2.1. Teachers as Facilitators of Learning Through a Variety of Learning Approaches: Teachers as facilitators of learning ensure that all students are highly engaged in learning by delivering instruction in a variety of ways, such as designing student-centered processes and activities, and serving as facilitators of learning.

The evidence from peer observation and teacher surveys demonstrates there is an effort to diversify instructional practices. Teachers engage in a variety of instructional practices such as discussions, coaching, and small group instruction, aiming to facilitate student-centered learning environments. However, the prevalent use of teacher-directed activities, like providing directions and students primarily listening to teachers, suggests a dominance of teacher-centered instructional approaches. Despite initiatives like PRIME and BTC in math, and hands-on activities in Computer Science and Career/Technical Education classes, the overall instructional approach across the school appears to lean more towards traditional teaching methods rather than fully embracing student-led and facilitative learning practices.

Areas of Strength

- Diverse Instructional Practices: The implementation of various teaching methods, including small group instruction and coaching, indicates a recognition of the importance of differentiated learning strategies.
- Specialized Initiatives for Engagement: The PRIME initiative in math and practical activities in Computer Science and Career/Technical Education showcase successful efforts to increase student participation and engagement through more hands-on and interactive learning experiences.

Key Issues

- Prevalence of Teacher-Centered Instruction: Despite the presence of diverse instructional strategies, the dominant mode of instruction appears to be teacher-centered, as reflected in the high percentages of teachers providing directions and students listening to the teacher.
- Limited Student-Led Learning Opportunities: A significant portion of teachers rarely or never allow students to lead lessons, indicating missed opportunities for more engagement in the learning process.
- Inconsistency Across Subject Areas: While some subjects effectively implement student-centered learning approaches, there is a need for a more uniform application of these practices across all areas of study.
- Targeted Professional Development and Follow up: While professional development is provided, there is a need to develop a focused professional development plan related to ELA, math, and EL strategies that empowers teachers to facilitate learning more effectively.

C2.2. Equity-Centered Learning Environment: The school's instructional staff adapt and differentiate instructional practices to meet individual student needs by varying content, processes, and products.

PRKMS has made strides in creating an equity-centered learning environment. Through challenges, including the aftermath of COVID-19 and the identification as a Comprehensive Support and Improvement (CSI) school, PRKMS has remained resilient, actively engaging in professional development to enhance instructional practices. The school's focus on a student-centered approach, supported by the MGT provider, has led to improved lesson planning that emphasizes engagement, critical thinking, and collaboration. Inclusive practices, particularly for English Learners (EL) and special education students.

Areas of Strength

- Professional Development and Support: The active pursuit of professional development, especially in areas identified as needing improvement, demonstrates a strong commitment to enhancing teacher capabilities and instructional quality.
- Use of Technology to Support Learning: The one-to-one computer status of the school enables personalized learning experiences, utilizing a wide range of programs that cater to different learning needs and styles.
- Differentiation of Instruction: A significant portion of teachers report differentiating instruction by content, process, and product daily.

Key Issues

- Consistency in Differentiation Practices: Some teachers do not differentiate instruction, indicating inconsistency in the application of equity-centered practices across all classrooms.
- Systematic Evaluation of Program Effectiveness: While a variety of programs and strategies are employed to support differentiated learning, there is a need for systematic evaluation to assess their impact on student achievement and engagement.

C2.3. Creative and Critical Thinking, Problem Solving, Application, and Instructional Technology: Teachers involve all students in activities where they can express their opinions, perspectives, and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills, including the effective use of instructional technology to increase learning.

PRKMS is actively engaging students in creative, critical thinking, and problem-solving activities across various subjects. According to the PRKMS WASC Survey, teachers provide opportunities for students to express opinions, demonstrate problem-solving skills, and explore their curiosity. The school has effectively integrated instructional technology, with the transition to a one-to-one school status and the implementation of programs like i-Ready enhancing the learning experience. Peer Observations indicate a predominant focus on lower-order thinking skills, with the majority of student work involving recall of facts and basic concepts. There's a disparity in the frequency and depth of opportunities provided for higher-order thinking, which represents an area for growth.

Areas of Strength

- Diverse Opportunities for Expression: Students are given varied platforms for creative expression and critical engagement, including problem-solving on vertical boards in math and crafting inferences in ELA.
- Effective Use of Instructional Technology: The school's adoption and effective use of technology, especially through i-Ready, have contributed significantly to student diagnostic growth in reading and math.

- Progress in Student Achievement: There has been notable improvement in student performance, with an increase in the percentage of students making typical growth in reading and math.

Key Issues

- Predominance of Lower-Order Thinking: Despite opportunities for creative and critical engagement, there's a significant focus on activities that require students to recall facts, suggesting a need for more consistent integration of higher-order thinking skills across all classrooms.
- Inconsistency in Application Across Subjects: While some subjects like Math, ELA, and Computer Science provide opportunities for higher-order thinking and student-driven learning, this approach is not uniformly applied across all grade levels and subjects.
- Over Reliance on Instructional Technology: While technology can provide personalized learning paths and immediate access to information, excessive use may reduce opportunities for students to engage in face-to-face discussions, collaborative problem-solving, and the development of social-emotional skills that are essential for success in real-world situations.

HIDOE/WASC Category C. Standards-based Student Learning: Instruction

Areas of strength for Standards-based Student Learning: Instruction:

1. Visible Learning Targets and CHECK values: Learning targets are prominently displayed in classrooms, and CHECK values are integrated into the curriculum, ensuring that students are aware of expectations and values.

2. Continuous Improvement through Peer Observation: Peer observations facilitate a culture of continuous improvement, allowing teachers to learn from one another and adopt best practices in instruction.

3. Incorporation of Student Voice and Feedback: A significant percentage of teachers actively use student feedback to adjust instruction, demonstrating a commitment to responsive and adaptive teaching practices.

4. Diverse Instructional Strategies: Teachers employ a variety of teaching methods, including discussions, and technology use, to cater to different learning styles and keep students engaged.

5. Professional Development and Instructional Support: The school has made substantial investments in professional development, especially in response to CSI status, to improve instructional quality and student engagement.

6. Differentiation Practices: Teachers attempt to differentiate instruction by content, process, and product to meet the diverse needs of students, including EL and special education students.

Key issues for Standards-based Student Learning: Instruction:

1. Walkthrough Practices: Enhance walkthrough practices and outcomes by leveraging peer observations, admin observations, and instructional coach observations to provide targeted feedback to teachers and ensure its use in improving instructional practices.

2. Increase student instructional support: Student engagement varies greatly between classrooms, with many students unclear about the purpose of their activities or unable to tackle deeper learning tasks. Students would benefit from differentiation, feedback on their learning, and enhanced student engagement strategies in all classes.

3. Lack of Comprehensive Student Feedback Systems: The absence of a standardized, school-wide process for gathering and acting on student feedback limits the potential for instructional improvement and fails to fully capture student voices in the learning process.

4. Underutilization of Higher-Order Thinking: Observations and surveys suggest a need for greater emphasis on activities that foster higher-order thinking, problem-solving, and creative expression among students.

5. Need for Enhanced Professional Development and Instructional Strategies: To improve learning outcomes, there's a need to align professional development more closely with the teaching staff's specific needs, incorporating a mechanism to measure the effectiveness of these enhancements in professional development and instructional strategies.

6. Over Reliance on Technology: While technology presents valuable opportunities for personalized learning and instant access to information, an overreliance on it can impede student collaboration and diminish face-to-face interactions, collaborative problem-solving, and the cultivation of social-emotional skills vital for real-world success. Effective instruction necessitates maintaining a healthy balance between the use of technology and direct teacher-led interactions to ensure the holistic development of students.

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

- Administrator and Peer Observations: The highlighted student activities, such as attentively listening to teachers and interacting with peers, reinforce the school's educational approaches. However, they may also suggest a degree of passive learning engagement from some students.
- PRKMS Panorama SEL Survey Questions, Fall 2023: Student responses indicate moderate engagement levels but reveal areas for improvement in confidence and understanding of complex materials.
- PRKMS WASC Survey 2023-24: Teacher perceptions of student engagement in challenging activities show a positive outlook, yet the variation in responses underscores the need for a more uniform. Indicates a high percentage of teachers differentiate instruction, employing a variety of strategies and tools to accommodate and modify learning experiences.
- Administrator Walkthroughs and Peer Observation Data: Observations have shown a high visibility of learning targets in classrooms and the presence of CHECK values, indicating a school-wide effort to make learning goals transparent.
- Student Interviews: Interviews conducted during administrator walkthroughs reveal that while a majority can describe lesson activities, fewer can explain the purpose, indicating a need for enhanced focus on connecting activities to learning targets.
- Surveys and Observational Data: Results from the WASC Teacher Survey, Bellwork and Exit Slip Survey, and the Building Thinking Classroom Survey offer quantitative evidence of the school's efforts to gather and act upon student feedback. Highlight the range of activities promoting creative and critical thinking but also indicate a skew towards lower-order thinking tasks.
- Documented Practices: The Treatment Agreement documentation and the PRIME initiative provide qualitative evidence of approaches to incorporating student voices into the classroom and in instructional planning.
- Programs and Initiatives: The school's investment in programs like Achieve 3000, Brain Pop, and specific interventions for math and reading demonstrate a robust infrastructure to support equity-centered learning.
- i-Ready Diagnostic Growth Reports: Serve as quantitative evidence of the positive impact of instructional technology on student learning outcomes.
- Insights from Meeting with Faculty, Staff and Students: Discussions with faculty and staff provided insight to their perspectives on implementing the school's vision for personalized education, strategies to increase student and parent engagement, and the effectiveness of current PD in addressing instructional challenges.

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

D1. Assessment and Accountability — Reporting and Accountability Processes

To what extent does the school leadership and instructional staff use an effective, coherent schoolwide assessment system to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders, including individual student achievement, subject/grade levels, and schoolwide programs?

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

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

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff have an effective assessment process (to collect, disaggregate, analyze, and report) to monitor all students' progress toward meeting the academic standards and General Learner Outcomes in relation to complex and statewide performance data.

D1.2. Modifications Based on Assessment Results: The school leadership/Academic Reflection Team/Data Teams use assessment results to modify the school's programs.

D1.3. Basis for Determination of Performance Levels: The school leadership and instructional staff regularly review the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Ke'elikolani Middle School utilizes i-Ready data to inform instruction and support student progress. However, there's room for improvement in data communication practices to keep parents, students, and the community informed about overall school performance and a continued focus on monitoring data from newly implemented programs and curriculum to ensure they are effective and improving student performance.

Ke'elikōlani Middle School emphasizes collaboration and data-driven practices to support student success. However, staff reported more opportunities to improve Tier 3 intervention protocols, implement peer review for some subjects, and enhance vertical alignment across grade levels through common assessments, materials, and common planning time would create a more cohesive learning experience for students.

Areas of Strength:

- i-Ready Diagnostic: The school utilizes i-Ready assessments in ELA and math to monitor student progress throughout the year.
- Data Chats: Teachers analyze i-Ready data and use it to:
    - Form intervention groups
    - Tailor lessons based on student needs
    - Facilitated small group instruction during enrichment periods
    - Explain individual student scores to students
- WIDA Training: Teachers receive training on WIDA can-do descriptors to support English Language Learners.

Key Issues:

Data Sharing: While parents receive individual student data, the school reported that they do not share aggregated data with parents, students, or the community on a regular basis.

Data Training: The school reported, and the VC agrees that staff would benefit from additional training on data interpretation and using data to inform instruction.

Regular Data Communication: Setting up regular dates to share school-wide scores with all stakeholders is recommended.

A process is needed to identify and recommend Tier 3 interventions when students don't respond to Tier 2 support.

While common assessments exist in ELA due to standardized curriculum, other departments (Math, Social Studies, Science) lack common assessments and may benefit from shared textbooks/curricula and dedicated time for development.

D2. Assessment and Accountability — Classroom Assessment Strategies

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

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

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

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

D2.2. Student Reflections: Students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.

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

D2.4. Demonstration of Student Achievement: A variety of standards-based common formative assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.

Ke'elikolani Middle School utilizes various assessments and actively uses the data to create intervention programs, modify instruction, and personalize learning for EL students. While the focus is on teacher-driven adaptations, additional information is needed on how students directly participate in using data to inform their learning. The school acknowledges the need for ongoing training to refine data analysis skills for teachers.

Variety of Assessments:

- The school uses i-Ready diagnostics, SBAC scores, WIDA scores,attendance, embedded assessments, exit tickets, grades, and behavioral data to identify student needs and accomplishments.

Modifying Instruction:

- Based on assessments, the school implements targeted interventions for struggling students in math and ELA especially.
- The school clearly identifies what students need additional supports and implements strategies although the criteria for accessing the tiers of supports are not consistent and specific.
- EL students are grouped based on their specific needs, allowing for tailored instruction.
- Data discussions (Kid Talk) and adjustments to department plans ensure data informs instruction;

however, staff relate that more PD in the use of this data would be beneficial.

Student Involvement:

- Staff acknowledge, and the VC agrees that there is a need for discussion about how students are directly involved in using assessment data to take ownership over their learning beyond the Kid Talks.

HIDOE/WASC Category D. Standards-based Student Learning: Assessment and Accountability

Areas of strength for Standards-based Student Learning: Assessment and Accountability:

1. Teachers use iReady results to inform classroom lessons and identify students who may struggle.
2. i-Ready diagnostic results are used to inform instruction and intervention.
3. The school has dedicated time to analyze data (data chats, Kid Talk, team and department meetings)
4. The Kid Talk process provides a venue for referral, monitoring and assessment of student progress. The Kid Talk process involves the entire team of teachers, counselor, and administrator.
5. Staff and leadership identify students who need additional supports and regularly provide those for students with the greatest needs.

Key issues for Standards-based Student Learning: Assessment and Accountability:

1. The use of formative assessment to inform instruction is inconsistent across all grades and content areas.
2. The school reported that not all the teachers understand or use data to inform instruction and would benefit from more training on the use of data to inform instruction in the classrooms.
3. The use of Data Chats and Kid Talks is not consistently monitored and implemented with fidelity. Staff reported that there is a need for a formal feedback process for students at the classroom and advisory level about their individual progress.
4. There is lack of clarity around how a student who was unsuccessful in Tier 2 should be A recommended for Tier 3 interventions.
5. While there is significant use of schoolwide data there is not a formal process for all departments to regularly measure progress in their content areas.
6. Staff reported, and the VC agreed, that students would benefit from greater explanation of what students need to do to be successful and how they can reach their goals.

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

SBA results
Department meeting agendas
I ready results
Witnessing of Kid Talks
Use of I Ready

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

E1. Parent and Community Engagement

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

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

- All parents participate in and are actively involved in school activities designed for parents and their children.
- All parents are informed and aware of how their children are learning and achieving through regular communication processes and procedures with school staff.
- The school implements strategies to engage community stakeholders. Examples include: professional services, business partnerships, non-profits, organizations, military, etc., to support students.

PRKMS has implemented various strategies to enhance parent and community engagement, recognizing the importance of these stakeholders in supporting student personal and academic growth. Despite efforts to improve communication and involvement, challenges persist in achieving widespread active participation. Successful events typically involve student performances, indicating a strong community interest in supporting student talents. The addition of bilingual staff and diverse communication methods, including newsletters and digital platforms, aims to bridge language barriers and keep parents informed. Community partnerships enrich the school's resources and opportunities, directly contributing to a supportive learning environment.

Areas of Strength

- Diverse Communication Tools: Implementation of SchoolMessenger, newsletters, and Remind App to reach parents with essential information.
- Bilingual Support: Hiring bilingual staff to assist non-English speaking families enhances communication and engagement.
- Community Partnerships: Strong connections with local businesses, organizations, and educational resources provide valuable support and enrichment for students.
- Student Involvement in Communication: Students contribute to creating newsletters, fostering a sense of ownership and pride in school achievements.

Key Issues

- Low Parental Attendance at Academic Events: Struggles to engage parents in non-performance-based academic events.
- Limited Use of Digital Communication Tools: Although digital platforms are in use, challenges remain in ensuring all families access and engage with these resources effectively.
- Language and Cultural Barriers: Despite bilingual staff, continuous efforts are needed that take into account the various cultural norms to ensure all communication and activities/events are accessible to the diverse school community.

E2. School Culture

To what extent do the school leadership, staff, students, parents, and other members of the school community focus on maintaining a culture that supports the school's vision and mission and provide an environment characterized by trust, respect, and high expectations for all students?

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

- Students, parents, and other members of the school community understand and support the school's vision and mission, and believe that all students can achieve to their highest potential.
- All students and parents from diverse cultures are respected, welcomed, supported, and feel safe at school: socially, emotionally, intellectually, and physically.
- Staff demonstrates high expectations for students' behavior and learning within a culture that recognizes and addresses individual differences and diversity within an equity-centered environment.
- The school has processes/procedures in place (e.g., School Safety Committee) that increases safety awareness, builds enthusiasm for safety programs, and ensures students' physical health and safety.

PRKMS actively works towards creating a supportive environment that aligns with its vision and mission, emphasizing trust, respect, and high expectations for all students. Efforts to involve the community, parents, and students in understanding and supporting the school's goals have seen progress, though challenges in achieving broad parent involvement persist. The school celebrates cultural diversity through events and has systems in place to ensure student safety and promote positive behavior..

Areas of Strength

- Inclusive Communication and Cultural Celebrations: Effective use of diverse communication tools and cultural events promotes a welcoming environment for students and parents from diverse backgrounds.
- Clear Expectations for Behavior and Learning: Through advisory lessons, PBIS, and the MTSS framework, PRKMS sets and communicates high expectations for student behavior and academic achievement.
- Comprehensive Safety Drills and Procedures: Regular safety drills and the dissemination of safety information through various platforms ensure that students are familiar with emergency procedures.

Key Issues

- Limited Parental Involvement in Vision and Mission Development: While SCC meetings offer a platform for community input, broader parent engagement in shaping the school's direction remains an area for growth.
- Perceived Safety Discrepancies: Survey results reveal a gap between parent and student perceptions of safety, suggesting a need for strategies to enhance students' feelings of security.
- Absence of a Formal School Safety Committee: The lack of a dedicated committee to oversee comprehensive safety planning and implementation suggests an opportunity to formalize and strengthen safety initiatives.

E3. Student Support — Personalization and Accessibility

To what extent does the school ensure that every student's educational experience is personalized, informed by high-quality data, is supported and monitored, and advances them toward readiness for success in career, college, and community?

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

- Multi-tiered systems of support and inclusive practices are in place to ensure all students (including students with special needs and English learners) are successful in achieving their highest potential.
- Staff regularly involve all students and parents in the planning of the students' secondary program to ensure all students can pursue a full range of college/career, and/or other educational options. (Note: for high schools only.)
- The school has an effective attendance policy and student follow-up process that ensures attendance is valued, encouraged, and supported.
- The school has a process for regularly evaluating the degree to which the school's curricular and co-curricular are meeting the needs of all students and support their learning and personal development.

PRKMS demonstrates a commitment to personalizing education for all students, leveraging high-quality data to inform, support, and monitor each student's journey toward academic success and readiness for future opportunities. Through the implementation of the Multi-tiered Systems of Support (MTSS), Reading and Math intervention classes, and the integration of technology-based universal screeners like i-Ready and Imagine Learning, PRKMS aims to meet diverse learning needs. Efforts to address attendance and encourage academic engagement through innovative strategies and regular evaluation of curricular and co-curricular programs further reflect the school's dedication to fostering a supportive learning environment.

Areas of Strength

- Comprehensive MTSS Framework: Utilizes data-driven decision-making to support individual student needs through evidenced-based practices.
- Targeted Intervention Programs: Reading and Math interventions, along with the Newcomer Class for English learners, provide tailored support.
- Technology Integration for Assessment: i-Ready and Imagine Learning serve as universal screeners, offering critical data on student proficiency levels.
- Proactive Attendance Monitoring: The Panorama Attendance Monitoring process and PBIS incentives promote consistent school attendance.
- Support for Special Education and EL Students: Dedicated Educational Assistants, inclusion classes, and after-school tutoring address the specific needs of these student groups.

Key Issues

- Parental Involvement in Planning: While there are efforts to involve parents and students in educational planning, more effective strategies may be needed to ensure broader participation.
- Consistency in Attendance Procedures: Despite having procedures to address attendance, challenges in maintaining consistency and evaluating the effectiveness of these strategies persist.
- Evaluation of Curricular Effectiveness: The school has begun evaluating its Academic Plan, but continuous and comprehensive assessment of all programs is essential to ensure they meet the evolving needs of students.
- Although there is a HTMSS Blueprint, it is not integrated into school processes. Multi-tiered systems of support and inclusive practices need to be integrated into school processes to ensure all students (including students with special needs and English learners) are successful in achieving their highest potential.

HIDOE/WASC Category E. School Culture and Support for Student Personal and Academic Growth

Areas of strength for School Culture and Support for Student Personal and Academic Growth:

1. Effective and Inclusive Communication: The school utilizes various communication methods to engage families, ensuring that important information reaches a wide audience.

2. Robust Community Engagement and Support: Strong partnerships with local organizations and businesses provide significant support and resources for students, enriching the school's educational and extracurricular offerings.

3. Comprehensive Safety Drills and Awareness: Regularly conducted safety drills, including fire drills, lock down, and shelter-in-place exercises, ensure students are well-prepared for emergencies, contributing to a safe school environment.

4. High Expectations within a Supportive Environment: Teachers maintain high expectations for student behavior and academic growth, promoting a growth-mindset culture while acknowledging and respecting individual differences through initiatives like Kid Talk meetings.

5. Cultural Diversity and Inclusion: The school supports and respects diverse cultures and welcomes parents to participate in events celebrating a multitude of cultures.

6. Positive Behavioral Incentives: A variety of PBIS events and initiatives motivate students towards positive behavior, enhancing the overall school climate and student engagement.

7. Bilingual Support for Families: The availability of bilingual staff during conferences and meetings ensures effective communication with non-English speaking families, promoting inclusivity and participation.

8. Focused Efforts on Attendance Improvement: The establishment of the Panorama Attendance Monitoring Committee and incentivizing attendance demonstrates the school's proactive approach to addressing and improving student attendance, recognizing its importance for academic success.

9.

Key issues for School Culture and Support for Student Personal and Academic Growth:

1. Limited Parent Participation in School Activities: The school faces challenges in achieving full parental involvement in school events and activities, highlighting a gap in engagement strategies that take into account the various cultural norms of the diverse community. To bridge this gap and enhance family communication and involvement, it is essential that all school-related documents sent home are translated into the family's home language.

2. Need for Enhanced Bilingual Support: There is a necessity to increase the use of bilingual staff at parent events to ensure effective communication and engagement with non-English speaking families.

3. Improving Student Perception of Safety: Addressing students' concerns and perceptions regarding safety on campus is crucial for fostering an environment where all students feel secure.

4. Broadening Involvement in Vision and Mission Support: Emphasizing the community school approach, there's a recognized need to proactively engage with families by meeting them in their own environments, rather than solely inviting them to the school. This strategy seeks to deepen

understanding of students' home lives, enhancing the school's ability to offer personalized support and strengthen community involvement in the schools vision and mission.

5. Enhancing Attendance Interventions: Despite existing efforts, there is a need for continuous improvement and evaluation of attendance intervention strategies to address chronic absenteeism effectively.

6. Effective implementation and communication of school programs: A more comprehensive communication strategy is required to ensure all stakeholders are aware of and understand the various programs and services offered on campus, enhancing transparency and community support.

7. Full Implementation of MTSS: Although there is a HTMSS Blueprint, the school would benefit from strengthening the implementation of the HMTSS Blueprint and integrating into school processes to ensure all students (including students with special needs and English learners) are successful in achieving their highest potential.

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

- Communication Tools Utilization: SchoolMessenger, Smore, and bi-monthly newsletters track engagement metrics, showing varying levels of parental interaction. Use of bilingual staff, the Remind App, and the Infinite Campus Parent Portal facilitates inclusive and effective communication with families.
- Events And Attendance Records: Cultural Events such as Micronesian Family Night and the Magical Christmas Event, highlight the school's commitment to honoring diverse cultures.
- Sign-in sheets from Ohana Night, Parent Technology Nights, and other events indicate varying degrees of parental participation.
- Community Partnership Records: Documentation of collaborations with Bank of Hawaii, FBI, local churches, and other organizations highlight external support for the school.
- Stakeholder Representation at SCC Meetings: Demonstrates community and parent support for the school's mission and vision.
- Safety Measures and Protocols: Including quarterly fire drills, emergency preparedness presentations, and the Panorama Attendance Monitoring Committee's efforts to promote attendance and safety.
- MTSS and Kid Talk Protocol: Evidence of structured support and intervention processes tailored to individual student needs.
- Attendance Monitoring and Intervention Strategies: Documentation of efforts to improve attendance, including automated calls to parents and lockout policies for tardiness.
- Engagement in Cultural and Academic Enrichment: The variety of student-interest clubs and field trips aligned with classroom learning showcases the school's commitment to holistic development.
- Specialized Support for Diverse Learners: Implementation of strategies like the Newcomer Class and after-school tutoring programs for English learners demonstrates targeted support.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength (list numerically)

1. The school has dedicated, experienced, caring staff that stay at PRKMS because they are committed to the success of the very unique population of students.

2. The Principal has made many positive changes at the school which have been regarded by the majority of the staff, students and community members as the reasons for the significant improvement in school culture, attendance and improvement in student performance.

3. Visible Learning Targets and CHECK values: Learning targets are prominently displayed in classrooms, and CHECK values are integrated into the curriculum, ensuring that students are aware of expectations and values.

4. Professional Development and Instructional Support: The school has made substantial investments in professional development, especially in response to CSI status, to improve instructional quality and student engagement.

5. Guaranteed Viable Curriculum (GVC) programs purchased and available for teachers. The school has high quality resources available.

6. Students are exposed to real-world applications via curricular and co-curricular opportunities including aerial drones and robotics, a multitude of clubs that bring forth teachers' passions, science fairs, and field trips.

7. Cultural Diversity and Inclusion: The school supports and respects diverse cultures and welcomes parents to participate in events celebrating a multitude of cultures.

8. Focused Efforts on Attendance Improvement: The establishment of the Panorama Attendance Monitoring Committee and incentivizing attendance demonstrates the school's proactive approach to addressing and improving student attendance, recognizing its importance for academic success.

9. Teachers use iReady results to inform classroom lessons and identify students who may struggle. i-Ready diagnostic results are used to inform instruction and intervention.

10. The school has dedicated time to analyze data (data chats, Kid Talk, team and department meetings)

11. Staff and leadership identify students who need additional support and regularly provide those for students with the greatest needs.

Synthesize schoolwide critical areas for follow-up and list numerically. Be sure that these can be documented by other sections of the report.

- **Confirm areas already identified by the school in the Academic Plan**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the Academic Plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the Academic Plan.***

Schoolwide Critical Areas for Follow-Up

(list numerically; include who, what, why, and the impact on student learning)

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the Academic Plan and have reiterated these in inconjunction with the VCs additions. These are collectively summarized below:

1. The Principal's contributions have positively transformed the school, yet the role's sustainability hinges on a strategic pivot from operations to instruction. This means transitioning the principal's focus towards developing instructional leadership and clear instructional expectations and continuing to foster strong community partnerships. By empowering others to handle day-to-day operations, the principal can dedicate more time to directly impacting student achievement through instructional improvement and collaborative efforts with families and the community.

2. Clarifying and sharing staff roles and responsibilities, along with a structured approach to teaching expectations and fostering continuous growth, would enhance instructional methods and student achievements.

3. To boost instructional quality and student success, the school needs to refine curriculum planning processes, prioritize core curriculum efficacy and effectiveness, and enhance teacher proficiency in their curriculum, teaching, and engagement methods. Establishing a system to assess curriculum effectiveness before initiating changes is also essential.

4. By using formative assessments and the review of grade level standards to inform tier 1 instruction, teachers can better plan for scaffolds and differentiation strategies within the curriculum scope and sequence.

5. Increase student instructional support: Student engagement varies greatly between classrooms, with many students unclear about the purpose of their activities or unable to tackle deeper learning tasks. Students would benefit from differentiation, feedback on their learning, and enhanced student engagement strategies in all classes.

6. Need for Enhanced Professional Development and Instructional Strategies: To improve learning outcomes, there's a need to align professional development more closely with the teaching staff's specific needs, incorporating a mechanism to measure the effectiveness of these enhancements in professional development and instructional strategies.

7. Over Reliance on Technology: While technology presents valuable opportunities for personalized learning and instant access to information, an overreliance on it can impede student collaboration and diminish face-to-face interactions, collaborative problem-solving, and the cultivation of social-emotional skills vital for real-world success. Effective instruction necessitates maintaining a healthy balance between the use of technology and direct teacher-led interactions to ensure the holistic development of students.

8. **Limited Parent Participation in School Activities:** The school faces challenges in achieving full parental involvement in school events and activities, highlighting a gap in engagement strategies that take into account the various cultural norms of the diverse community. To bridge this gap and enhance family communication and involvement, it is essential that all school-related documents sent home are translated into the family's home language.

9. **Improving Student Perception of Safety:** Addressing students' concerns and perceptions regarding safety on campus is crucial for fostering an environment where all students feel secure.

10. **Enhancing Attendance Interventions:** Despite existing efforts, there is a need for continuous improvement and evaluation of attendance intervention strategies to address chronic absenteeism effectively.

11. **Full Implementation of MTSS:** Although there is a HTMSS Blueprint, the school would benefit from strengthening the implementation of the HMTSS Blueprint and integrating into school

processes to ensure all students (including students with special needs and English learners) are successful in achieving their highest potential.

12. The use of Data Chats and Kid Talks is not consistently monitored and implemented with fidelity. Staff reported that there is a need for a formal feedback process for students at the classroom and advisory level about their individual progress.

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

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

The Academic Plan focuses on improving proficiency and passing rates of all students, with a focus on EL and low SES (a significant number of students at PRMKS) students, in both math and English language arts. The focus is in strengthening Tier one instruction for all students as well as targeted support. The school feels strongly that homogeneous groupings have been successful in supporting students in mastering their skills and will continue this approach, expanding it to not only math, but all subjects as much as possible. As such, the Academic Plan addresses the critical areas for follow up and the VC believes it will result in enhanced student learning. To be honest, PRKMS has so many initiatives that it has implemented in recent years, there is no way the state formatted Academic Plan can adequately reflect all of them. That said, the VC spent a significant amount of time reviewing the efficacy of each initiative and feels strongly that the school has the ability to evaluate the effectiveness of each and will make necessary changes as needed. All actions outlined in the Academic Plan are those that have had, and will continue to have the greatest impact on student performance and school improvement. The only identified impediments to improvement that the VC would have are the potential loss of current leadership and the impact that local city politics and development in the area may have on the school's students.

PRKMS stands out for its commitment to ongoing improvement. Unlike some schools, PRKMS doesn't just implement academic plans, it actively monitors and analyzes their effectiveness. Staff regularly collaborate, using data to refine programs and initiatives. This data-driven approach significantly increases the likelihood of seeing positive outcomes from the outlined plan.

The school's success in recent years demonstrates real progress. Looking forward, PRKMS staff are dedicated to expanding successful programs, exploring creative new initiatives, and going beyond academics—they aim to holistically improve students' lives by addressing their well-being and family situations.