

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
HAWAII STATE DEPARTMENT OF EDUCATION**

FOR

Central Middle School

**1302 Queen Emma Street
Honolulu, Hawaii 96813**

April 2-6, 2018

Visiting Committee Members

Judy Cavallaro, Chairperson
Teacher, Heritage High School

Kerry Gudmunson
Curriculum Coordinator, Lokelani Intermediate School

Jacee Yoshimura
Resource Teacher, Nanakuli/Waianae Complex Area

Rose Glad
Teacher, Konawaena Middle School

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Chapter I: Student/Community Profile

Situated in downtown Honolulu, Central Middle School's (CMS) community sits in the heart of the downtown business district. The school community's population is approximately 77,000 residents and growing with the upcoming condominiums planned for the area. Even with the many luxury condominiums and homes, the majority of the population with school-aged children attending CMS currently reside in government and affordable housing complexes or transitional and homeless shelters. Others live with relatives or in multi-generation homes.

The key characteristics of the community include an older population, stressed households, low income, and low educational attainment. The population of the community, aged 5 to 19 is only 12.6% compared to the State's 18.4%. The median household income of \$52,686 has increased dramatically but is still much less than the State's median household income of \$66,420. About 29% of the parents received high school diplomas, and about 18% did not graduate from high school.

Over the last four years, the ethnic makeup of CMS's student population has had a marginal variance, with exception of Micronesian which has shown steady growth. CMS's largest ethnic groups representing CMS are the Micronesian (34%) and Filipino (23%). As a whole, the Pacific Islander (Micronesian, Samoan, Tongan, Native Hawaiian) population comprises 54% of the student body, and unofficially for the SY 2017-18 they continue to grow to 58% of the school population.

Table 4: Ethnicity of Students

School Year	2012-13	2013-14	2014-15	2015-16	2016-17
Micronesian	27%	29%	30%	29.3%	34%
Filipino	28%	23%	23%	24.1%	23%
Native Hawaiian	8%	10%	11%	12%	10%
Chinese	12%	10%	8%	7.2%	7%
Samoan	7%	7%	6%	6.7%	9%
Indo-Chinese	7%	7%	7%	6.2%	6%
White	3%	2%	4%	4.2%	4%

Japanese	1%	2%	2%	2.2%	2%
Hispanic	2%	3%	3%	2%	1%
Tongan	2%	2%	1%	1.2%	<1%
Black	<1%	2%	1%	1%	<1%
Other Pacific Islander	<1%	<1%	<1%	1%	<1%
Korean	<1%	<1%	<1%	.5%	<1%
Portuguese	<1%	<1%	<1%	.5%	0
Native American	<1%	<1%	0%	0%	<1%
Guamanian/Chamorro	<1%	<1%	<1%	0%	0
White, two or more	NA	NA	NA	0%	0
Other Asian	<1%	<1%	<1%	.5%	0
Pacific Islander, two or more	NA	NA	NA	0%	0
Asian, two or more	NA	NA	NA	.2%	<1%
Multiple, two or more	<1%	NA	<1%	.5%	<1%

The general population of CMS has been growing since SY 2013-14 with the exception of the current SY 2017-18 where CMS experienced an unexpected dip. The nature of the transient community often dictates demographic data as people move into and out of the school community. The transient nature of CMS student population can be further underscored by the percentage fluctuations present in the special needs, English learners, and socioeconomic numbers. There the data exhibits varying trends based on the fact that these numbers simply reflect the individual student needs of the population who happen to live in the school boundaries for that identified school year.

School Year	2013-14	2014-15	2015-16	2016-17	2017-18 (as of 1/29/18)
CMS General Population	351	365	398	429	397
Special Needs (SpEd)	8% (29 students)	9% (34 students)	13% (50 students)	14% (60 students)	(10%) (39 students)
English Language (EL)	32% (113 students)	27% (98 students)	26% (103 students)	25% (110 students)	(30%) (117 students)
Low SES	87% (303 students)	87% (316 students)	89% (355 students)	84% (363 students)	Transition to CEP program

Chronic Absenteeism is determined when a student has 15 or more absences. This determination also encompasses excused absences such as illnesses and vacations. The highest groups that are not attending school are the Pacific Islander and low SES students.

Approximately 12% of Central's student population does not complete an entire school year. The school faces a high level of transiency due to multiple factors such as: homelessness, affordable/government housing, and family crisis. The at-risk counselor mentioned within retention data also works with the other two counselors to continue to identify supports both inside and outside of the school for these community factors which continue to impact the school.

In SY 2017-18, CMS has a total of 26 classroom teachers which is comprised of 22 general education teachers and four special education teachers. Additional certificated staff included the principal, two vice-principals, a registrar, a student services coordinator, a curriculum coordinator, three counselors, and a librarian. 25 out of 33 faculty members hold an advanced degree and all staff are Hawaii Qualified (HQ) with the exception of one teacher who is teaching outside their subject area, two teachers that are teaching a half line of a subject outside their own, and one long term substitute. In SY 2017-18, CMS secured a full-time TESOL (Teaching English to Speakers of Other Languages) trained teacher for the EL program which will support the EL students. Unfortunately, 25% of the staff has no credits to support the EL students in their subject area. When comparing the

ethnicities of Central’s students with that of its certificated staff, the staff is not representative of its student population. More than half of the faculty have 11 years or more of teaching experience.

The Hawaii State Assessment (HSA) proficiency for SY 2012-13 was based on the Hawaii Content Performance Standards (HPCS) III. In SY 2013-14 a “Bridge” of HPCS III and Common Core State Standards (CCSS) was implemented. SY 2014-15 was the first year of the Smarter Balanced Assessment Consortium (SBAC) test in which the scores reflected a significant decrease. The rigorous nature of the CCSS is believed to be a contributing factor to the general decrease of proficiency scores in math and reading in SY 2014-15.

Science proficiency rates have shown a steady decline over the past four years. Based on proficiency rates as shown in Table 14, SY 2015-16, the commitment to embed STEM activities within existing core science classes did not make an impact on proficiency rates as previously hoped. Analysis of test results indicates a need for an additional intensive intervention to supplement instruction within the core science classes to support students and their ability to be successful with performance-based STEM activities.

In relationship to growth and gap rate, scores for SY 2015-16 showed a mixed bag of results. The reading growth rate for SY 2015-16 stayed the same at 48, math experienced a small gain from 27 to 31.

School Year	2012-13 (HSA)	2013-14 (Bridge)	2014-2015 (SBA)	2015-2016 (SBA)	2016-17 (SBA)
Achievement					
Math Proficiency	50%	38%	17%	13%	14%
Reading Proficiency	55%	48%	23%	28%	25%
HSA Science Proficiency	21%	17%	11%	11%	8%
Growth					
Math Growth	61	41	27	31	28
Reading Growth	58	46	48	48	45
Readiness					

Chronic Absenteeism	NA	NA	NA	26%	31%
Achievement Gap					
Math Gap Rate	NA	NA	NA	41	13
ELA Gap Rate	NA	NA	NA	42	31

Chapter II: Progress Report (2 pages)

CMS has undergone a complete change in Administration. In the fall of 2015, CMS welcomed Principal Anne Marie Murphy. The following year Vice Principal Susan Anderson and Vice Principal Katchia Gethers came on board to round out the Administrative team. Since the last accreditation, 14 teachers have been onboarded, an at-risk counselor, a new Student Services Coordinator (SSC), new account clerk, three new Educational Assistants (EAs), and two new Part-Time teachers (PTTs).

A renewed focus has been given to middle level education and the research-based practices identified through the Association for Middle Level Education (AMLE) *This We Believe*. With a better understanding of the specific needs of students age 10-15, CMS has aligned their Academic Plan, vision, and mission to creating a more developmentally appropriate learning environments for all students.

“The Bulldog Way” Positive Behavior and Interventions and Supports (PBIS) program was launched to set behavior expectations schoolwide. Based on the five core values of Collaboration, Honesty, Excellence, Courage and Kindness (CHECK), a behavior matrix, school reward system, and advisory program has been created to build and reinforce lifelong character skills in all students.

A switch from quarterly to year-long electives has been implemented to allow for deeper learning opportunities for students. STEM classes have been added to grade 6 and 7 to support science proficiency and college readiness. Drama has been added to grade 8 to strengthen performing arts opportunities. A SEL class has been added in grade 6 to support the social needs of CMS student community.

A full-day 6-week summer program offered in partnership with the Nu’uanu YMCA, PSA was put in place to ease the transition of incoming 6th graders, tackle summer learning loss in math and reading, and to foster physical and social-emotional growth. In the mornings are scheduled for academics while other activities are in the afternoon with Friday set aside for field trips

As a part of the Federal Title 1 requirements, each year CMS creates a Comprehensive Needs Assessment (CNA). The CNA is a data-sourced document revised each year which looks at multiple sources of information in an effort to identify and prioritize the

school's need areas. The information gathered from the CNA is used by the staff to craft the school's Academic Plan. To complete the SY 2017-20 plan, the Curriculum Coordinator engaged the faculty and staff in a process of data review and analysis. The faculty first looked at various data pieces that reflect Central's school community. This included, but was not limited to, achievement data, behavior data, retention data, and socioeconomic demographic data. From there, the faculty and staff then looked at the previous year's Academic Plan to identify if the plan still aligned with the updated needs of the school community. Based on the faculty and staff analysis, the Curriculum Coordinator and the Principal created a draft Academic Plan for the next school year. Once drafted, the plan is taken back to the faculty and staff for review, revisions, and final approval.

Over the past six years, CMS has used a number of ways to monitor the Academic Plan. The Academic Review Team (ART) members have switched from the Leadership Team, to various School Staff, and now currently is the school Steering Committee (which is composed of Administration, Department Heads, and the Curriculum Coordinator). Though the audience has changed, the goal of monitoring the progress of the plan's enabling activities throughout the school year has remained. The information is shared with staff at the Wednesday meetings.

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

In SY 2016-17, the "Bulldog Way" CHECK Yourself system began. Built upon the five core values of Collaboration, Honesty, Excellence, Courage, and Kindness, CHECK became the venue for students to learn and practice life skill lessons. Every week students engage in a lesson connected to one of the core values in their 45-minute advisory period. To reinforce the five core values, the Bulldog Way school matrix was created and posted throughout the school. The Hero Student Behavior System was implemented this school year (SY 2017-18) to allow teachers to electronically award points to students for displaying one of the five core value behaviors

"The Bulldog Way" Positive Behavior and Interventions and Supports (PBIS) program was launched to set behavior expectations schoolwide. Based on the five core values of Collaboration, Honesty, Excellence, Courage and Kindness (CHECK), a behavior matrix, school reward system, and advisory program has been created to build and reinforce lifelong character skills in all students. CMS has incorporated HIDOE General Learner Outcomes along with the Positive Behavior and Interventions and Supports. The Bulldog Way posters are throughout the school and the students seem to know the idea behind this.

The vision, mission, GLOs, and The Bulldog Way *CHECK Yourself* matrix are included and reviewed annually in the student planner. Student's planners are provided to all students each year, free of charge, to be used as an organizational tool for students and a communication tool for parents and teachers.

The Bulldog Way

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

	Collaboration	Honesty	Excellence	Courage	Kindness
Hallway	<ul style="list-style-type: none"> Walk on the right side of the hallway 	<ul style="list-style-type: none"> Respect the hallway displays 	<ul style="list-style-type: none"> Walk directly to class Carry a hallway pass during class time. 		<ul style="list-style-type: none"> Keep hands and property to yourself Use an inside voice when speaking
Classrooms and Library	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use technology appropriately Exercise academic integrity 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use technology appropriately Respect others' belongings Consume food and drink inside the cafeteria only 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Take initiative to report safety and vandalism concerns to an adult Take initiative to independently problem-solve to prevent conflict 	<ul style="list-style-type: none"> Show appreciation in a respectful manner Invite others to join your group Make room for others Use "please" and "thank you"
Cafeteria					
Recess					
Events:	<ul style="list-style-type: none"> Listen to the adult in-charge Work together to produce a high-quality product 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Appropriately ask questions to gain knowledge when the time is right 	<ul style="list-style-type: none"> Respect the property of others Exhibit good sportsmanship, win or lose
Assemblies					
Field Trips					
Intramurals					

C.H.E.C.K. yourself!

Chapter IV: Quality of the School's Program

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

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

- A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources
 - B. Standards-based Student Learning: Curriculum
 - C. Standards-based Student Learning: Instruction
 - D. Standards-based Student Learning: Assessment and Accountability
 - E. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning.
 - Highlight areas of strength (*if any*).
 - Highlight the key issues (*if any*).
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.
- Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *HIDOE/ACS WASC Accreditation Status Determination Worksheet*).

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

A1. Vision, Mission, and General Learner Outcomes Criterion

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

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

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

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

With a new administration in SY 2015-16, the school went back to the foundational beliefs of middle school education and took a renewed look at the proven characteristics successful middle schools practice stated within the Association of Middle Level Educators (AMLE) *This We Believe*. It was from this book study that the faculty drafted

their own five CMS “We Believe” statements based on the 16 characteristics and tailored to the uniqueness of CMS students and the aspirations of CMS teachers.

The momentum of the “We Believe” statements carried forward to SY 2016-17 and the start of the FOL study. As CMS began the process, the faculty and staff brought to the discussion their desire to revisit CMS’s vision and mission to better reflect the current student demographic and staff beliefs. This organized discussion led the faculty creation of the current vision and mission statements.

Beginning in SY 2015-16, the faculty and staff began a new process to craft the Academic Plan. Beginning with data, the staff reviewed longitudinal academic, behavior and socioeconomic data from multiple sources to identify targeted need areas aligned with the state strategic plan. These need areas were then mirrored with the school’s current plan to ensure the enabling activities in place still supported the current needs of the school community. This process is completed with the faculty and staff editing, deleting, and adding to create a revised Academic Plan reflective of a continuous improvement commitment based on multiple data sources.

A1.2. Development/Refinement of Vision, Mission, General Learner Outcomes, and Academic Plan:

The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision are effective.

The revamp of the vision and mission began in SY 2016-17 where it was initiated, drafted, and completed with the participation of all the teachers, support staff, EAs, and administration during a series of faculty meetings. After the vision and mission was created, it was shared with the School Community Council (SCC) for review and input. The SCC includes students, parents, certificated, classified, and community members.

The annual process for creating the Academic Plan is inclusive of teachers, support staff, EAs, and administration and occurs over a series of faculty meetings. All stakeholders edit, add, and delete parts of the draft to craft the final product. Once the Academic Plan is drafted, the plan goes to the SCC for input, review, and approval.

All classified staff (office, security, custodial, and cafeteria) have not been fully involved with the above processes.

A1.3. Understanding of Vision, Mission, General Learner Outcomes, and Academic Plan: 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 foundational principles of the General Learner Outcomes are embedded within the five core values of CMS’s The Bulldog Way *CHECK Yourself* matrix. Lessons that reflect the five Core Values of **C**ollaboration, **H**onesty, **E**xcellence, **C**ourage, and **K**indness are implemented on a weekly basis through the afternoon Advisory classes. Bulldog Bucks are given as incentives to students for exemplifying any of the five core values for redemption of incentives at the school Bulldog Store.

The vision, mission, GLOs, and The Bulldog Way *CHECK Yourself* matrix are included and reviewed annually in the student planner. Student's planners are provided to all students each year, free of charge, to be used as an organizational tool for students and a communication tool for parents and teachers.

During Ohana (Open House) night, the Principal shared the school's vision and mission with parents and families. The Academic Plan was not shared.

The vision, mission, and Academic Plan were shared with the SCC.

A1.4. Regular Review and Revision: General Learner Outcomes and academic standards are reflected in the school's vision and mission.

There is no process in place for the annual school review of the school vision, mission, or the five core values to ensure continued alignment with current student needs and educational trends.

The Academic Plan is reviewed throughout the year to ensure implementation through the Academic Review Team (ART) process conducted by the school Steering Committee (department heads and curriculum coordinator). Until SY 2016-17, the Academic Plan was revised and submitted yearly, but the state has now transitioned to a three year Academic Plan. CMS are currently in year one of the current three-year plan. Now the Leadership team will review and continue with the Academic Plan.

There are no processes in place for the review of the vision, mission, five core values, and the Academic Plan with students, parents, and other stakeholders. The plan is shared with the SCC.

At CMS, the vision and mission of the school are supported by the GLO-based five core values (**C**ollaboration, **H**onesty, **E**xcellence, **C**ourage, and **K**indness) of *The Bulldog Way* and the academic aspirations stated within the five *We Believe* statements.

A2. Governance Criterion

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

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

A2.1. Understanding the Role of the Governing Authority (BOE, DOE State and Complex Area): The school community understands the governing authority's role, including how stakeholders can be involved.

It is unclear how well the school community understands the governing authority's role. Although BOE meetings are open to the public, meeting dates are not advertised within the school community. Currently, BOE, DOE, State, and Complex area roles and responsibilities are not explicitly shared with faculty and staff.

The State Strategic Plan and the Superintendent's Vision were shared with faculty and staff at a faculty meeting.

Weekly emails from the Superintendent are sent to all certificated and classified staff keeping the field abreast of the actions of the DOE and BOE in steering the states strategic plan.

A2.2. Relationship Between Governing Authority and School: The school's stakeholders understand the relationship between the governing authorities decisions, expectations, and initiatives that guide the work of the school.

The HIDOE Implementation Plan, which lists Superintendent Kishimoto's three high impact strategies (School Design, Student Voice, and Teacher Collaboration), was shared and reviewed in a faculty meeting. To see the alignment between the school actions and the direction of the governing authority, faculty and staff completed a *Three Pillar* sorting activity through which school strategies and activities were aligned with the three high impact strategies of the HIDOE implementation Plan. In addition, when going through the FOL process, faculty and staff aligned the strengths and needs with the three high impact HIDOE Implementation Plan strategies.

A2.3. Faculty, Staff and Governing Authority: There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

There is a clear understanding about the relationship between the governing Board and the responsibilities of the faculty and staff. Faculty and staff have access to BOE and DOE memos, as well as information shared at faculty meetings regarding the State Strategic Plan and the HIDOE Implementation Plan.

The Opening School Packet is also reviewed with all classified and certificated staff the first day of each school year to review the pertinent BOE policies governing employee conduct.

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

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

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

A3.1 Broad-Based and Collaborative Planning Process: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.

School planning is predominantly done through faculty meetings which includes administration, teachers, and classroom classified staff. Finalized school plans are shared via email to the whole certificated and classified staff. All finalized plans are shared and discussed with the School Community Council (SCC).

The Steering Committee, which consists of department heads and curriculum coordinator, serves as an organizing and decision-making body. Through weekly meetings, the committee assists in planning faculty meeting presentations or serve in finalizing work completed in faculty meetings.

A3.2. Correlation between Student Learning and the Academic Plan: The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's Academic Plan.

The first step in preparation of the Academic Plan is a review of socioeconomic, academic, and behavior data included within the Comprehensive Needs Assessment.

The Academic Review Team is tasked with monitoring the plan by following up on progress on the formative data pieces aligned to the enabling activities of the academic plan.

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

The school's Financial Plan and Financial Plan Overview documents break down the school's budget. The majority of funds allocated to CMS, roughly \$2.3M, are used to pay for teachers and staff. Remaining funds are used for books, supplies, technology, equipment, curriculum, and other materials needed to support student learning.

Each year, the budget is built on projected enrollment with a portion of the funds held in case enrollment projected enrollment numbers are not met. If enrollment is met, the money is used to upgrade furniture and technology, and to hire Part Time Teachers (PTT) and Paraprofessional Teachers (PPT) who provide additional support to EL and at-risk students in the classrooms.

The Principal looks at enrollment numbers to determine how many sections are needed of the content areas and electives. In addition, to support the grade level academic gaps, the school looks at smaller class sizes to provide support for student learning.

In addition to WSF money, the school receives funding through Title 1. These funds are allocated to fund the at-risk counselor, update classroom technology, support curriculum needs, and pay for staff professional development by Catapult Learning (Teacher Learning Community support) and Straight A solutions (EL program development). Title 1 funds are also used for staff to attend national conferences to continually keep the school up to date on development and best practices in middle level education.

The monitoring of resources is correlated to student learning outcomes, both formative and summative assessments.

A3.4. Progress Monitoring of the Academic Plan: The school's Leadership Team/Academic Review Team has defined roles and responsibilities and monitors the progress of the implementation of the Academic Plan.

CMS needs to ensure that a plan is put in place that defines the roles and responsibilities and monitors the progress of the implementation of the Academic Plan.

A3.5. School Community Council: The School Community Council (SCC) reviews and monitors the Academic Plan, and provides opportunities for stakeholder input and feedback.

In SY 2016-17, faculty members not holding an after school club were assigned areas within the Academic Plan to monitor progress and share during ART meetings.

In SY 2017-18, assignments of the ART were transitioned back to the Steering Committee. Steering members are assigned one of eight of the Academic Plan school strategies. They are responsible for monitoring the progress of the formative assessments aligned to each school strategy enabling activity. Other staff members chose an FOL group to join.

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

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

A4.1. Qualifications of Staff: The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

The Principal uses the newly released Hawaii Qualified Teacher (HQT) guidelines to ensure all staff members are qualified for their responsibilities.

All certificated teachers are responsible for maintaining their current subject licensure through the Hawaii Teacher Standards Board (HTSB). Administration assists the Department of Education's Office of Human Resources to resolve any issues with expired teacher licenses.

A4.2. Maximum Use of Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

The Principal determines placement of staff within the school based on HQT status and subject licensure.

All staff members (certificated, classified, and casual) participate in a general session at the beginning of the school year where the *Opening School Packet* containing BOE policies and procedures is shared. In addition, the faculty participates in small breakout

sessions to reinforce best practices for student learning. This school year's focus was on creating classroom routines and procedures, as well as using STAR data reports.

A4.3. Defining and Understanding Policies and Procedures: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.

At the beginning of the school year, faculty members participate in a general session during which DOE and school policies and procedures within the *Opening of School* packet are shared.

Standards of Practice (SOPs) were implemented in SY 2016-17 to provide clear protocols and procedures for specific school routines and events. SOPs are readily available for faculty and staff to view on Google Drive. In addition, the faculty handbook is in Google Drive.

A decision-making process was agreed to by the Steering Committee this school year (SY 2017-18) to ensure clear, intentional, transparent procedures for school decision-making. They have been added permanently to the template of the Steering Minutes/Agenda for continuous reference.

A4.4. Internal Communication and Planning: The school has effective structures for internal communication, planning, and resolving differences.

The main structure for internal communication is the Steering Committee which consists of department heads. This committee meets once a week during a common prep period. Meeting minutes are shared with all staff via email and department heads are tasked with communicating and clarifying information with their respective departments monthly.

In order to provide more independent planning and collaboration for the faculty and staff as requested in SY 2016-17, Team and Department meetings were taken off the official calendar allowing teams and departments to meet after school on any Tuesday and Thursday when they had items for discussion and action.

Departments meet based on the outcomes of Steering Committee meetings and Administration implemented *Monthly Deliverable Sheets* which outline team deliverables and timelines to allow teams the professional freedom to complete tasks as they saw best (ex. online, in person, blended model). The change to the team meeting structure has had mixed results. The model has worked for some who continue to meet, but for others who have not, a breakdown in communication has resulted.

One of the main structures for internal communication is through the Steering Committee. Department heads make up the Steering Committee, and they are tasked with communicating all information and clarifying questions. However, this structure

restricts the participation and dialogue amongst all faculty members as a whole. In addition, it can prolong decision making.

Association Policy Committee (APC) meetings are scheduled to discuss differences regarding teacher contractual issues. Teachers anonymously submit concerns to teacher representatives which are discussed at monthly meetings with teacher representatives and the Principal. Minutes are shared with the faculty

A4.5. Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

The faculty and classroom staff are involved in the collaborative process of planning the academic plan.

Steering Committee is tasked with ensuring the academic plan is implemented through the ART protocol.

The Instructional Leadership Team (ILT) is a distributive leadership model used to identify, plan, train, and implement instructional practices to support student learning. The ILT team at CMS is the steering committee.

Teachers also participate in Teacher Learning Communities (TLCs) every 6 weeks for professional development, examining student work, and teacher collaboration on practices to support student learning.

A5. Leadership and Staff Criterion – Research and Professional Development

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

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

A5.1. Support of Professional Development: 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.

To support identified student learning needs, teachers receive different types of professional development to strengthen their practices:

- Teams participate in half-day Teacher Learning Communities (TLCs) to receive professional development in instructional practices to support student learning.
- The Instructional Leadership Team (ILT) professional learning cycle gives teachers opportunities to delve deeper into a selected Targeted Instructional Area and a Tier 1 instructional Powerful Practice.

- The faculty and classroom staff participate in monthly Faculty Wellness meetings to learn strategies to collaborate with colleagues and solve problems to support job satisfaction.
- Think Tank meetings occur third quarter to involve faculty and staff in generating ideas to solve school problems.

Teachers participate in district and state level trainings offered to for their subject area.

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

Administration supervises a weekly focus in two areas:

- Pacing Guides to support teachers in staying on pace with their teacher-created pacing guide.
- Routines and procedures to support teachers with the implementation of their team-created *First Day Scripts* (based on the book read and professional development of Harry Wong's *The First Days of School*)

For evaluation, Administration follows the guidelines of the state Educator Effectiveness System (EES). Teachers at CMS are evaluated by the Administrator assigned to their department.

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

Currently, the only implemented professional development with a built in process for measuring effect is the ILT professional learning cycle. Data is collected at the end of each nine-week cycle to monitor the level of implementation of the instructional practice.

STAR data is collected three times a year, but the monitoring of the data and student progress is not done schoolwide. Maintaining of effectiveness of TLC's has begun with walkthroughs and student work data analysis.

A6. Resources Criterion

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

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

Resource allocation is done by administrators to meet the school's vision, mission, GLOs, academic standards, and the Academic Plan.

- Teachers are allocated \$200 per year from Weighted Student Formula for supplemental classroom supplies (a teacher supply room is maintained for basic supply requests).
- Curriculum is funded by Title 1 allocations.
- The funding of larger projects (ex. aquaponic gardens, technology upgrades, furniture, band instruments, etc.) are funded as Weighted Student Enrollment allocations allow.
- Professional development to support teacher practice of identified student learning needs is funded through Title 1.

Generous community contributors (Rotary Club of Downtown Honolulu, Nu'uaniu YMCA, Bank of Hawaii, Harris Church, St. Peter's Church) routinely come to CMS's aid with donations to support student events, excursions, and classroom activities.

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

Resources are allocated in alignment with the goals and enabling activities of the Academic Plan which is created collaboratively with the faculty and staff.

A6.3. Practices: 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 annual budget is created by the Principal with support from the district Business Manager using the enrollment projections and templates created by the Office of Fiscal Services.

CMS follows the Department of Education procurement guidelines as to how funds are spent to ensure the school is expending funds ethically and soundly. The Departments of Education, both State and Federal, perform periodic audits of all accounts and spending procedures to ensure that schools are following the practices dictated by the Office of Fiscal Services. A school can also request an audit of all accounts by the district business manager to ensure that the school's practices are aligned to the state's procedures.

A6.4. Facilities Conducive to Learning: The school's facilities are adequate to support high-quality learning.

An extensive commitment was made by the principal in SY 2015-16 to upgrade the classroom and building facilities to support higher quality learning:

- Laptops were purchased for all teachers' use in instruction delivery, professional development, and record keeping.
- An urban garden which includes soil, aquaponics, and aeroponics systems was installed to support high quality education in the STEM class for 6th grade.

- All computer labs have been refurbished to support the reliable delivery of instructional programs and assessments. Mobile carts with classroom sets of chromebooks have been purchased and are in place in all classrooms.
- Structural repair is in progress to renovate stairways and to strengthen the flooring of A, B, and C buildings.
- Both parking lots have been repaved to improve safety.
- Renovation to the A building restrooms is slated for summer 2018.
- Full-school repainting project is slated for summer 2018.

A6.5. Instructional Materials and Equipment: 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.

Schoolwide needs are determined by Administration with input from Department Heads and, in certain cases, individual teachers (ex. aquaponic garden needs or band instrument needs).

Teachers are allocated \$200 per year from Weighted Student Formula for supplemental classroom supplies (a teacher supply room is maintained for basic supply requests).

Curriculum is funded yearly by Title 1 allocations and expended based on department head counts.

The funding of larger projects (ex. aquaponic gardens, technology upgrades, furniture, band instruments, etc.) are funded on a case-by-case basis as WSF allocations or donations allow.

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

The majority of funds allocated to CMS, roughly \$2.3M, are used to pay for teachers and staff. Remaining funds are used for books, supplies, technology, equipment, curriculum, and other materials needed to support student learning.

Each year, the budget is built on projected enrollment with a portion of the funds held in case enrollment is not met. The withholding of funds allows the school to retain staff should enrollment not be met. If enrollment is met, the school uses the surplus of WSF funds to pay for PTTs to offer guided assistance for students in the classroom or large purchase upgrades (furniture, technology upgrades, band equipment, etc.). In SY 2017-18, Title 1 was used to fund the at-risk counselor position.

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

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

Category A: Organization: Areas of Strength

- The Cafeteria Staff provides healthy, tasty food for the CMS students and staff.
- The vision, mission, and Academic Plan of CMS are all directly correlated to current educational research and multiple data.
- The vision and mission are supported by the school's five core values and the academic standards.
- The clear direction of the HIDOE Implementation Plan has provided tangible guidance for CMS to align their thinking and actions with the governing authority.
- Faculty and staff have a clear understanding of their responsibilities to the governing Board in relation to conduct, the state strategic plan, and the HIDOE Implementation Plan.
- All school resources are allocated to funding to directly support identified student learning needs.
- All resources are allocated to directly support the learning needs of students.
- The school's priority is finding personnel to directly support students in the classroom meet their learning goals.

Category A: Organization: Areas of Growth

- Continue to ensure all stakeholders are given opportunities to actively participate throughout these processes.
- CMS should continue to find ways to ensure student understanding of the vision and mission.
- Attention must be given to ensuring parents and other stakeholders are given the same opportunity to understand the vision, mission, five core values, and academic plan.
- Systems are needed to ensure the annual review of the vision, mission, and five core values by all stakeholders.

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

2012-13 until 2016-17 Academic Plans

2017-20 Academic Plan

AA Activities 2017-18

Academic Review Team Minutes

Administration Responsibilities

All Standards of Practice

ART Accountability Monitoring Sheet 2016-17

ART Area of Accountability 2016-17

ART Interim Measures of Progress 2017-18

BOE website
Bulldog Bucks
Bulldog Store
Bulldog Way Matrix
Central Weekly Sample
Classroom Supply Request
CMS Guiding Principles
CMS Three Pillars
Comprehensive Needs Assessment
Crafting the 2017-20 Academic Plan pt 1
Crafting the 2017-20 Academic Plan pt 2
Data Analysis for CNA/Profile
Decision Making Protocol Sample Minutes
DOE Memos
DOE website
Educator Effectiveness System Manual
Faculty Handbook
Faculty Meeting
Faculty Organizational Chart
Faculty Wellness Agendas
Faculty Wellness Powerpoints
Financial Plan
First Day Scripts
Fiscal Requirement Form
HIDOE Strategic Plan
HIDOE Strategic Plan Faculty Meeting
ILT Guided Visit Checklist
ILT Guided Visit Data
ILT Input Training
Master Calendar
Monthly Deliverable Sheet Sample
Office of Fiscal Services Resources
Open House (Ohana Night)
Opening of School Sign-in Sheet
Opening of the School Year
Opening school packet
Pacing Guides
Professional Learning Cycle
SCC Academic Plan Review
School Community Council
School Position Details
Steering Agenda/Minutes
Student Planner Documents
Superintendent's Email
Think Tank PowerPoint
This We Believe 16 Characteristics

TLCs

Vision/ Mission PPT from Faculty Meeting

Vision/ Mission SCC Share

Vision/ Mission/ We Believe Statements

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

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

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

All CMS teachers use standards-based curricula. The core teachers are reliant upon the programs used in each subject area to stay “current” in their curricula. The English curriculum is based on the Wonders and SpringBoard programs which are both aligned to the Common Core State Standards (CCSS). Both programs offer up-to-date researched practices which are based on real world topics. The math curriculum is based on the GOMath! program which is also aligned to the CCSS. The only class that does not use the GOMath! program is the Algebra class which uses the state created Algebra curriculum.

The IQWST science curriculum, which CMS has recently adopted in the SY 2016-17, is aligned to the NGSS standards. The only core subject without an updated, standards-based curriculum is social studies. That department is presently awaiting the rollout of the C3 Framework (College, Career, and Civic Life) textbooks. Teachers are keeping in alignment with current curricula through state C3 workshops.

Elective teachers are not bound to state selected program curricula, but use standards-based curricula for their subject areas that keep them up-to-date with recent research.

- Grade 6 Personal Development and Guidance Social and Emotional Learning (SEL) classes are based on a research study from CASEL (Collaborative for Academic, Social, and Emotional Learning) whose mission is to help make evidence-based SEL an integral part of education from preschool through high school.
- Grade 6 STEM class uses curriculum from The Aquaponics Source and Tryengineering.org to promote student learning of chemistry, biology, and engineering.
- Grade 7 Physical Education curriculum is based on NASPE (National Association for Sport and Physical Education) and the HCPS III standards.
- Grade 7 STEM curriculum is based upon the ISTE (International Society for Technology Education) standards which is focused on digital literacy and citizenship.
- Grade 8 CTE (Career and Technology Education) uses curriculum that is based upon the HCPS III standards for Technological Design and Career Planning.
- Grade 8 Drama uses the HCPS III standards and the Hawaii Theater for Youth Curriculum.

Professional development, related to Wonders, SpringBoard, and GOMath, has started and will continue. Programs are ongoing to promote a deeper understanding of the curriculum. CMS has facilitated district, state, and publisher training to keep veteran teachers current with features of the programs and to inservice new teachers onboarding the programs.

CMS also promotes teacher learning through national and local conferences. Teams from CMS have attended the following:

- Association of Middle Level Educators (fall 2016, fall 2017, spring 2018)
- Schools of the Future (fall 2015, fall 2017)
- International Institute for Restorative Practices (fall 2017)
- Catapult Learning Instructional Leadership Conferences (fall 2015, fall and spring 2016)

Teachers also participate in math, EL, ELA and science workshops to strengthen their understanding of the standards and instructional practices.

B1.2. Academic Standards for Each Area: The school implements, within and across grade levels or departments, General Learner Outcomes and academic standards for each subject area, course, and/or program that ensure the same high expectations for all students.

All teachers of core subject areas use either state-selected or state standard aligned curriculum for their subject area.

All teachers are required to create a curriculum pacing guide aligned to their respective standards for the school year. A common template is used, and a copy is uploaded to the Google Drive. Administration does weekly walkthroughs with pacing guides to check alignment and support teachers with the pacing of their instruction.

All teachers are required to create a syllabus to share with parents about the class expectations in regards to what will be taught, behavioral expectations, and grading.

All teachers are required to have learning targets and lesson purpose posted on their boards to assure students are aware of the class expectations for the day.

B1.3. Congruence: The school has mapped/paced written curricula in all content areas that are congruent to the academic standards and the General Learner Outcomes.

All teachers are required to create a pacing guide based on the standards for their subject area. This pacing guide informs teachers of their goal or purpose for their daily lessons. The goal and purpose are articulated as a daily learning target which is posted daily for all students in every classroom.

Though the schoolwide focus is on the delivery of grade level standards, teachers report having to supplement the curriculum to scaffold to the learning needs of students performing under grade level.

Administrators use a schedule to walk through all classes on a rotational basis to monitor pacing, classroom routines, and classroom procedures. All feedback is given to teachers based on the document teachers created and submitted for the school year. This includes the curriculum pacing guides submitted individually by teachers and the First Day Scripts (based on schoolwide professional development on Harry Wong *The First Days of School* and *The Classroom Management Book*) which outline the daily routines and procedures for students.

B1.4. Student Work — Classroom Learning Targets: The examination of student work samples and the observation of student engagement demonstrates the implementation of a standards-based curriculum and the General Learner Outcomes.

Student work examination occurs in two settings at CMS, Teacher Learning Communities (TLCs) and Instructional Leadership Team (ILT).

ILT engages teachers within a professional learning cycle to build consistent Tier 1 practices at a school. In the fall of 2016, the nine-week ILT cycle took teachers through training, safe practice, professional reading, peer observations, and student work examination. The culmination of the nine-week cycle was a guided visit executed by the Steering Committee which allowed for a walkthrough of the whole school. The committee observed the level of implementation of the new practices in the classroom environment as well as teacher practice and student behaviors.

TLCs began in SY 2017-18 to allow teachers time to meet regularly and work collaboratively to support student learning. Teachers meet with their grade level teams every six weeks for half-day sessions. Sessions thus far have focused on reviewing student work, developing a common language, understanding, and practice of the learning cycle. A particular focus has been on the development of using bellwork and exit slips as formative assessments on a daily basis to monitor student learning and engagement. Teachers report that they would like more time to meet with their departments.

Engagement/Involvement is also a component of the state's SQS. CMS had the following positive scores from these groups:

- Students 68%
- Parents 90%
- Teachers 78%

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

B1.6. Integration Among Disciplines: There is curriculum integration among disciplines at the school. However, the level of integration between disciplines varies across grade levels.

Grade 8 executed an integrated unit between social studies and ELA themed Declaration of War as well as a joint effort between drama and ELA's Hero's Journey narrative essays.

Grade 7 planned an integrated field trip based on the 2018 Winter Olympics where students studied about Olympic sports through all subject areas with an ice skating field trip as the culminating activity.

The opportunity for future integration has begun with the piloting of hybrid teams in SY 2017-18. In grade 6, two teachers teach two subjects (ELA/social studies and math/science) on two teams. In grade 7, one team has piloted the two teachers teaching two subjects model. The goal of this type of teaming is to provide smaller teams, fewer student transitions, and increased opportunities for interdisciplinary and block scheduling activities.

B1.7. Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review and evaluation processes for each program area to ensure student learning needs are met through a challenging, coherent, and relevant curriculum. The assessment includes the degree to which there is involvement of key stakeholders. *(For elementary schools: The schools articulate regularly within the complex to ensure the implementation of the K-12 construct and complex curricular initiatives.)*

CMS's curriculum for the Math (GOMath!) and ELA (SpringBoard) programs were vetted through the state, so school level review and evaluation was not required.

In SY 2017-18, the ELA department chose to switch to the state-approved Wonders program designed for K-6 instruction. This choice was made to ease the transition of the rising 5th graders to middle school as they would already be familiar with the Wonders program.

In spring of 2016, the science department approached Administration with a proposed new science curriculum aligned to NGSS. This was a teacher directed decision in reaction to the falling grade 8 science scores.

The curricula for elective courses are primarily selected from HCPS III or other standards.

CMS uses a universal screener to monitor the effectiveness of the school's curriculum. STAR and iReady assessments gauge how close students are to reaching state standards. The STAR assessment results have been used to lead the ILT process and the selection of Targeted Instructional Area. Teachers use the iReady assessment results to drive instruction in small group lessons to increase learning of the low strands in math and reading.

B1.8. Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

The McKinley Complex of schools holds one professional development day together as a K-12 complex at McKinley High School. Agendas are planned by the complex Principals and target complex-wide issues impacting all of the schools.

Central Middle offers articulation with feeder elementary schools during the Fifth Grade Visitation Program. Hosted by CMS's grade 6 Vice Principal and members of student representatives, presently three of the feeder schools attend the spring activity for teachers and students.

Grade 8 has expressed interest in taking the rising 8th graders to a visit to McKinley High School in Spring 2018 to ease their transition to high school.

Feedback from graduates has, to this point, been informal as students come from the high schools to visit teachers and the campus.

B2. Curriculum Criterion – Planning and Monitoring Student Learning Plans

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

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. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness. *(For elementary schools: The school provides students with opportunities for career and/or college readiness exploration and preparation).*

Students have a wide range of elective courses allowing for the exploration of different career paths through two grade level electives that expose them to Drama (8th), CTE (8th), STEM coding (7th), Physical Education and Health (7th), STEM aquaponics (6th), and Personal Development and Guidance SEL (6th). The third elective is "student choice" where students can select out of a small list of offerings (AVID, band, orchestra, and ukulele). Starting in SY 2018-19, students rank their elective choices, with the exception of the mandatory EL and the Enrichment/Intervention classes in grade 8.

Additional career awareness opportunities are offered through the After-School All-Stars (ASAS) program which occurs after school every day until 5:30 pm. ASAS offers opportunities for students to become aware of various choices for future education career paths through guest speakers, partnerships with community businesses, and field trips.

During the school day, the CTE grade 8 elective and the AVID grade 8 elective offer in-school opportunities for career awareness and preparation for post-secondary education. 8th grade AVID and potential 7th grade AVID students attend a field trip to learn about college and careers through exploration events hosted by the University of Hawaii P-20 Partnership for Education.

Beginning in SY 2016-17, CMS began partnering with downtown neighbor Bank of Hawaii (BOH) which is headquartered just blocks from the school. BOH employees

now come to CMS twice a year to host an Advisory class lesson on financial awareness. Having (BOH) employees delivering lessons in all Advisory classes provides CMS students exposure to a myriad of people with different careers. Students have enjoyed the lessons and the opportunities to ask questions to professionals in the workplace about their jobs and their post-secondary education.

B2.2. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career, and/or other educational options. *(For elementary schools: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan. Ex. student learning portfolio, student personal goals, and/or student led conferences.)*

The GT (Gifted and Talented) ELA classes, pre-algebra, algebra, and AVID courses are all courses which require an application allowing parents and students the opportunity to collaborate in developing their child's learning path. Although the process varies, parents are provided a letter to inform them that their child has qualified for a program. Parents can then confer with their child to decide whether or not the child will enroll in the class.

Parents also have the opportunity to be involved in their student's personal learning plan by being involved in their child's selection of elective courses which are completed yearly.

The most consistent involvement of parents, students, and staff is evident within the Individual Education Plan (IEP) Special Education process. IEP meetings involve student-parent-teacher collaboration to create, execute, and monitor personalized educational plans for students based on identified needs.

As a matter of Hawaii DOE policy, a report is made available to all families outlining the supports and programs available through the Comprehensive Student Support System or CSSS. These programs include social, emotional, behavioral, and academic supports.

Parents can also monitor progress of their child's academic performance via the Infinite Campus Parent Portal. There, parents can see their child's grades at any time. If a student should have a deficient grade at mid-quarter, a progress report is sent home to alert parents of the possibility of failure.

B2.3. Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

CMS utilizes processes to monitor and make appropriate changes to the personal learning plan of most students through:

- Bi-monthly counselor meetings with Administration and the Student Services Coordinator (SSC) allow for collaborative discussion and planning for students who are exhibiting off-track behavior (academic and emotional).

- SSC meets with teachers, care coordinators, counselors, and parents on student progress for those who are receiving services through an IEP and 504 plans.

A new schedule change form was created for SY 2017-18 to allow teachers a process to bring attention to students who may benefit from a schedule change to support student learning.

GT ELA, Pre-Algebra, Algebra, AVID elective, advanced band and orchestra, require teacher approval, and admission to the electives is based on grades, classroom performance, and test scores.

B2.4. Transitions: The school implements strategies and programs to facilitate transition to the student's next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs.

In the spring, fifth graders from feeder schools (Kauluwela Elementary, Ka'iulani Elementary, and Royal Elementary) annually spend the morning on the CMS campus to learn what it is like to be a 6th grade student. They meet the student government, learn about the curriculum and summer program offerings, and go on a tour of the campus. This activity is designed to ease the fears of transitioning to middle school and start all students off on a positive footing.

During the summer, CMS partners with the Nu'uuanu YMCA to offer the Power Scholars program which focuses on supporting the transition for incoming sixth graders into CMS. The program is a full day, free academic and enrichment program to close grade level gaps and reduce summer reading and math loss.

The first day of each new school year is a 'sixth graders only' day to allow the students to learn about the campus and procedures before the upper grades arrive. 8th grade teachers assist students in registering for high school.

Annually, the CMS band program collaborates with the McKinley High School Band by performing at a football game which gives them a glimpse into high school band life. McKinley band students also assist with after school rehearsals to familiarize themselves with CMS students. McKinley band annually performs a Christmas concert for CMS. The MHS orchestra performs a concert for the orchestra students during a class period. Both activities are done before registration for high school and CMS to entice students to enroll in the high school music program.

A small percentage of CMS 8th grade students go on to Roosevelt High School (RHS). RHS offers an incoming Freshman Registration Assembly with parents which many of CMS students attend. There they have the opportunity to meet the staff and learn about their programs and elective classes.

B3. Curriculum Criterion – Meeting All Curricular Requirements

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

B3.1. Real World Applications — Curriculum: All students have access to real-world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Real world application of students' educational interests are demonstrated through:

1. elective course offerings
2. grade level team field trips
3. student extension opportunities

CMS Elective classes offer performance-based opportunities for real world application:

- Band and Orchestra offer multiple opportunities for student performances including the Band Christmas performance at CMS and Palama Settlement, Punchbowl Ensemble Festival at Stevenson Middle School, Punchbowl Band Festival at Hawaii Theater, and the Parade of Orchestras.
- Grade 8 CTE students learn and apply engineering concepts to design, create, and test bridge models. Students also use their knowledge of aerodynamics and Newton's Laws of Motion to design, build, and race CO2 car models.
- The grade 7 STEM Technology class offers students the chance to learn and apply computer science concepts through lessons on digital privacy, internet protection, standing up to cyberbullying, understanding copyright laws, web page creation and coding.
- In STEM grade 6 Aquaponics, students use hands on activities to learn about aquaponics, aeroponics, and soil gardening.

CMS has made a commitment to fully fund the bus and entry fees of two grade level field trips a year to allow all students the opportunity to apply their classroom learning outside of the school building. Field trips teams have participated in are:

- Waikiki aquarium
- Kualoa Ranch
- Hawaii Theater for Youth
- Pearl Harbor
- College Campus Tour

Teachers have also provided opportunities for small groups of students to extend their learning in academic challenges. These activities include:

- Iolani Math Meet
- International Microwave Symposium
- Honolulu Science and Engineering Fair
- Rotary "The Four Way Test" Essay Contest

B3.2. Meeting Graduation Requirements (or end of grade span requirements): The school implements academic support programs to ensure students are meeting all requirements.

The CMS counseling department tracks students who are at risk of failure through

- bi-monthly counselor/administration meetings
- mid-quarter progress reports
- failure lists
- student action plans

Students who are missing credits are supported through CMS's credit recovery program. Presently, there is a 71% pass rate for credit recovery.

The CMS counseling department also monitors student absences through a three-tiered intervention process to combat chronic absenteeism.

Teams have identified one Wednesday per quarter during an afternoon AA period, for students to get tutoring assistance from their teachers. These tutoring sessions have been placed after mid-quarter grade checks have been sent out and before the quarter end grades are posted.

Team 7A is piloting the iReady program to assist students in strengthening identified areas that are below grade level. This program helps teachers determine common need areas of students, so specialized lessons can be taught to address these areas. CMS will implement iReady schoolwide next year.

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

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

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

- Teachers are provided opportunities to keep abreast of current research through their program curriculum.
- Elective teachers are using current curricula to drive their standards and lessons.
- Academic standards are clearly articulated by all teachers through the use of pacing guides.
- Teachers are posting their learning targets and lesson purpose for the day to share the standards.
- Students are presented effective opportunities for career awareness, exploration, and preparation for postsecondary education, and pre-technical training.
- There is a system in place to monitor student grades and absences available via computer to parents..

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

Instructional practices in classrooms vary amongst teachers.

- More effort is needed by the school to effectively engage all stakeholders in the review and evaluation of the curriculum.
- Continue the articulation with schools in the complex needs to be expanded. .

- Parents and students need more of a voice in determining a student's personal education plan.
- Create a process to monitor the success of transition programs within the school.
- Continue strengthening elective course curriculum and field trip opportunities to allow student access to real world applications.
- CMS needs to develop a more comprehensive academic and behavior Response to Intervention (RTI) program to proactively support students instead of reactively addressing student failures.
- Continue PD on SPED and EL inclusion.
- Begin focused PD on integrating the use of technology and learning apps in the classroom.
- Explore implementing AVID strategies before grade 8.
- Provide time for gen-ed, EL, and inclusion teachers to collaborate on daily lessons.

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

International Microwave Symposium
 7th Grade Aquarium Field Trip
 7th Grade IDU
 8th Grade IDU
 AA Activities 2017-18
 APEX SOP Information
 ASAS Initiatives
 Attendance Standards of Procedures
 AVID Application
 AVID P-20 Career Day Field Trip
 BOH Teach Children To Save
 Central Weekly Sample

 Coding Website
 Comprehensive Student Support System
 CTE Bridge Handout
 CTE CO2 Car Handout
 ESOL Training Engaging ELLs
 Faculty Analysis of STAR Data
 Fifth Grade Visitation
 GO Math!
 GT Application
 High School Registration Information
 IEP Meeting Checklist
 ILT Guided Visit Checklist
 ILT Guided Visit Data
 ILT Similarities and Differences Inservice
 Master Schedule 2017-18

Math Meet Team
McKinley Complex Day
Pacing Guides
Parent Portal to Infinite Campus
Power Scholars Overview PowerPoint
Power Scholars Summer Program
Registration Information
Roosevelt Freshman Assembly
Rotary Four-way Test Essay Contest
Schedule Change Form
Science Fair
Sixth Grade First Day
SQS Data 2017
Student Support Process
Summer Bridge McKinley High
Syllabi
Technology Website
TLC Data Results 12/17
TLCs
Wonders

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion – Student Access to Learning

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

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. Differentiation of Instruction: The school's instructional staff members differentiate instruction by varying content, processes, products, and/or learning environment (e.g., Tier 1) to ensure that all students achieve the academic standards and the General Learner Outcomes.

Strive HI data shows a gap between students who are considered high needs (EL, SpEd, and disadvantaged) and those not considered high needs (all other students). The achievement level for non-high needs English language arts is 52% of the students and high needs is at 22% of the students with a gap of 30 points. The math achievement level for non-high needs is 26% and high needs is at 12% with a gap of 14 points. This data shows that there is a need for more differentiation to support students who are EL, SpEd, and disadvantaged.

According to data from the 2016 Tripod survey, students responded positively in regards to instruction, demonstrating that instruction is clear and includes students' thoughts, opinions, and input in the learning process. Student input, through instructional practices such as the use of schoolwide bellwork and exit slips, have allowed teachers to make appropriate adjustments in order to address student learning needs.

To gather classroom data, teachers were given a CMS *Survey on Instruction* to determine how effectively teachers are differentiating to ensure student success. 87% of teachers stated they differentiate instruction based on intervention and enrichment needs. 65% of teachers differentiate based on ability.

Pacing guides allows teachers to intentionally plan differentiation and adjust instruction throughout the year. Teachers also use their pacing guides to denote the CCSS benchmarks they are addressing. A group of teachers is piloting the iReady program with the intent to identify Response to Intervention (RTI) strategies, with schoolwide implementation of the program planned for a later date.

For students that need a more challenging curriculum, CMS offers Gifted and Talented level courses in language arts for grades 7 and 8, and math for grade 7 (Pre-Algebra) which utilizes the Accelerated Math 7 Go Math text, and grade 8 (Algebra) which is a state provided curriculum.

SY 2017-18 also ushered in the implementation of full inclusion for grades 6, 7 and 8. The special education teacher and the general education teacher rely on variations

of the co-teaching model to implement a variety of instructional strategies to reach and support all learners in the classroom.

C1.2. Student Understanding of Performance Levels: Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels for each area of study.

All teachers participated in the Instructional Leadership Team (ILT) process which uses a nine-week professional learning cycle to identify, train, and implement a schoolwide Tier 1 instructional powerful practice. In SY 2016-17, the staff worked on creating a consistent learning environment built upon a stated learning target for the day. Walkthrough data done by visiting schools showed evidence that teachers were displaying the learning targets and students were aware of the targets for the day.

Beginning in SY 2017-18, all teachers participate in Teacher Learning Communities (TLCs) which meet in small group half-day sessions approximately every 6 weeks. Through the TLC process, professional development has focused on the instructional cycle with a heavy emphasis on the daily practice of bellwork and exit slips to provide teachers with daily formative data on student understanding of the learning target for the day.

When teachers took the CMS *Survey on Instruction*, they were questioned about their perception about how much their students understood the learning target for the day. Not all teachers responded favorably. Only 26% felt that the students were aware of what they needed to do to meet the learning targets.

C1.3. Students' Feedback: The school takes into account students' feedback in order to adjust instruction and learning experiences.

TLC trainings thus far have focused on the instructional cycle and, in particular, the use of bellwork and exit slips as a daily formative assessment. These two practices allow teachers to make adjustments to instruction to meet student needs.

Teachers were asked to mark the various types of feedback used in the classroom to determine if instructions need to be adjusted on the CMS *Survey on Instruction*. Class discussion, formative assessments, and informal hand gestures (ex. Thumbs Up/ Thumbs Down) marked highest for feedback methods used by the teachers.

CMS also uses the two universal screeners, STAR and iReady, to determine students' learning levels and progress. STAR tests are taken three times a year as a pre-assessment, a progress monitoring check, and the final grade level assessment. STAR data was used to determine the ILT instructional powerful practice for SY 2017-18. iReady is currently used as a pilot in grade 7A. Based on the initial rollout with this small group, iReady will become CMS's universal screener for SY 2018-19. This is due in part to the history of receiving STAR reports with no follow through, whereas the iReady program has a system attached to work on identified deficit skills in math and

ELA. Once CMS began looking at STAR data to drive schoolwide instructional practices and identify student needs, the leadership team found the reports from STAR data limiting. A decision to use iReady for 2018-2019 will allow the leadership team to analyze reports that readily provide the student data that will inform schoolwide and teacher instructional practices.

C2. Instruction Criterion – Rigorous and Relevant Instruction

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

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

All school staff stay current in the development of their instructional practices through the ILT process where teachers follow a nine-week professional learning cycle which consists of input trainings, professional readings, peer observations, examining student work, and classroom visits. The work of ILT is focused on finding an evidence-based Tier 1 instructional practice to address a targeted student need. This year, CMS selected “identifying similarities and differences” to target reading comprehension of informational text, which STAR data showed to be low performing in all three grade levels.

Teachers also engage in professional development through TLCs every six weeks where they reference current research to improve classroom practices to support student learning. Focus this year has been on the instructional learning cycle and the examination of student work samples.

This year, the entire school was fortunate to be able to attend the Association for Middle Level Education (AMLE) Hawaii Summit. All staff (including teachers, educational assistants, and security aides) selected break-out sessions to attend from an array of topics being presented by leading researchers, teachers, and principals in middle level education.

Smaller groups of teachers and Administrators have also taken the opportunity to travel to other conferences to collect and bring back knowledge for school improvement efforts. This year CMS traveled to:

- Schools of the Future (Honolulu, HI)
- AMLE National Conference (Philadelphia, PA)
- Institute for Restorative Practices (Lehigh, PA)

A small cadre of 6th grade and 7th grade teachers have also started work on a two year cohort with consultant Stetson and Associates to develop inclusionary practices at CMS.

In relation to the effective use of multimedia and technology, the visiting committee saw evidence of few teachers using technology to engage students through classroom mobile carts, google docs, and other forms of technology.

C2.2. Student Engagement: Students who are intellectually engaged are involved with challenging content, through well-designed tasks and activities requiring complex thinking.

Teachers are using a variety of activities besides traditional tests and essays. Students have been asked to build projects and scenes, create and act in scenarios, assist in peer reviews, create problems, use cooperative learning and develop powerpoint presentations. These applications of new learning require students to use complex thinking and are therefore, intellectually engaged.

According to the SQS survey, students and parents indicated that the school is intellectually engaging.

- Students - 68%
- Parents - 90%

According to the 2016 Tripod survey, students at CMS feel challenged. 69% of students indicated that they feel captivated and 72% indicated they feel challenged.

When teachers were asked to report how many students in their classes they thought were intellectually engaged, via the CMS *Survey on Instruction*, 44% of the teachers felt that 75-100% of their class was engaged.

C2.3. Teachers as Facilitators of Learning: Teachers are facilitators in a student-centered classroom.

CMS teachers use student discussions to facilitate student-centered classrooms. This is an identified area that CMS needs to investigate and develop further.

C2.4. Variety of Strategies: Teachers use a variety of strategies to support students' access and application of the knowledge acquired and to communicate understanding.

On the CMS *Survey on Instruction*, teachers self-reported they commonly use three strategies, among others, to support a student's access to knowledge: visual-spatial, linguistic-verbal, and interpersonal-social.

Through the ILT process, all teachers are incorporating the powerful instructional practice of identifying similarities and differences to target reading comprehension of informational texts.

Though the TLC process, all teachers use bellwork and exit slips to assess student learning. The feedback provided by these two instructional practices allows teachers to adjust their prime-time instruction for their students.

C2.6. Variety of Strategies: Student work demonstrates the utilization of tools and resources (e.g., technology, online resources, etc.) to research, discover, and build knowledge about the world.

According to the *CMS Survey on Instruction*, teachers report they encourage students to use many different venues to learn about the world around them.

Several classes utilize tools and resources to research, discover, and build knowledge. To research and discover, students are using technology such as the internet to investigate careers in CTE; research social, political, and economic issues through social studies; and find differing perspectives for ELA opinion or argument essays. Students also watch videos to visually learn difficult information such as vocabulary for the EL students, problem solving processes and different ways of solving problems for math, and grasping abstract concepts for Advisor/Advisee (AA) activities.

C2.7. Variety of Strategies: Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

Teachers report using several different formats to demonstrate thinking on the CMS Survey on Instruction. 98% of the teachers are using group work as a strategy to involve students. This includes, but is not limited to, group work in drama to brainstorm sets, create costuming, and perform. Work projects are also presented in classes such as STEM Technology where students work together on problem-based learning projects.

C2.8. Real World Experiences: Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.

When surveyed on the *CMS Survey on Instruction*, many teachers stated students do not have many opportunities for real world experiences.

Most opportunities for real world experiences come within the following:

- Student Clubs
- After School All-Stars program
- Grade Level Team Field Trips
- Community Partner Activities

CMS has an Interact Club on campus in conjunction with CMS community partner, Rotary Club of Downtown Honolulu.

After-School All Stars has arranged for multiple field trips within the community to businesses and government agencies.

Grade level teams take two school-sponsored field trips per year to various venues throughout the island to offer students a learning experience beyond the classroom.

CMS has a number of dedicated community partners (Nu'uauu YMCA, Bank of Hawaii, Rotary Club of Downtown Honolulu, and many neighboring churches) who participate with CMS students in ongoing community events including campus beautifications, mural paintings, student mentoring and financial literacy classes.

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

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

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

- CMS is making systematic changes through the ILT and TLC processes to assist teachers.
- All teachers are staying abreast of current research through teacher sharing and school led in services.
- Teachers and students are actively engaged in the learning process on a regular basis.
- Teachers are using Academic Advisory curriculum that has been developed and created locally and distributed by the Curriculum Coordinator.

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

- Continue to increase professional development for all teachers focused on inclusionary practices for all students such as SIOP and GLAD training.
- Continue training to implement technology in the classroom for instructional purposes.
- Continue to increase analysis of student data to drive instruction.
- Begin training and assist teachers in creating a student-centered classroom.
- Continue to look for more ways to make real world connections in the classroom since opportunities to take students out of the classroom and into the real world are limited.

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

7th Grade Aquarium Field Trip
AMLE
ASAS Newsletter
BOH Teach Children To Save
Campus Beautification Flyer
Campus Beautification Sign in
CMS Survey on Instruction
Conference Training Sharing

Faculty Meeting re: STAR Data
ILT Guided Visit Results 2016-17 SY
ILT Input Training
Instruction Focus Group Teacher Survey
Interact Club
Marzano's High-yield Strategies
Master Schedule 2017-18
Mural Painting
Pacing Guides
Professional Learning Cycle 201718
SQS Data 2017
STAR Data
STAR Inservice
Strive HI Data 2017
Student Mentoring
TLC Data Results 12/17
TLCs

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

D1. Assessment and Accountability Criterion – Reporting and Accountability Processes

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

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

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.

Data on CMS's SBA reading, SBA math, and HCPS III science is accessible to the parents and community through the Strive HI Reporting System on the Hawaii DOE website. Parents and the community can also access other data sources through the School Status and Improvement Report (SSIR) and the Trend Report: Educational and Fiscal Accountability.

Parents receive SBA data regarding their child's reading and math scores through a Strive HI family report of a student's achievement levels the fall following their test. Individual math and ELA teachers have access to their students' scores, but the entire staff review summary reports.

SBAC summary data is shared with the School Community Council.

Parents of EL students receive EL WIDA data documenting their child's listening, reading, writing, and speaking domain scores. An overall summary of the entire school WIDA data was shared at a faculty meeting and parent meeting at the end of the school year, when the scores were released. More detailed WIDA information for each student was shared with the full staff at a faculty meeting. WIDA data is disaggregated and analyzed by the EL teacher and EL coordinator.

Universal Screener STAR assessment is taken three times a year to ascertain students' current grade performance levels. This data has not been shared with parents or students on a regular basis. This is the first year that this data has been utilized to drive student improvement through the Instructional Leadership Team (ILT) process.

iReady is an alternate universal screener which was piloted this year with grade 7, Team A. This assessment is taken three times a year and data is used to guide instruction and interventions with the core teachers. Test scores are not analyzed or disaggregated with the entire faculty, nor have they been shared regularly with parents.

Student perception Tripod data is shared by administration on a yearly basis with the staff at a faculty meeting. Teachers reflect on their Tripod scores as a part of their annual Educator Effectiveness System (EES) requirements.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency within grade levels and content areas.

Teachers are using the standards of CCSS, NGSS, and HCPS III to determine student grades. Many of the curricula in place (ex. SpringBoard, IQWST, GOMath!) have embedded rubrics for formative and summative assessments which provide consistent measuring tools to create a uniform grading system.

In addition to embedded curriculum assessments, teacher generated formative assessments are used to determine a student's growth towards meeting the performance standard.

STAR, iReady, and WIDA are norm-referenced assessments which are used to determine a student's level and placement.

The CMS faculty has implemented a "no zero" grading policy schoolwide for SY 2017-18. The minimum F is 50% instead of 0%. Homework does not exceed 10% of a student's overall grade to ensure that missing homework is not detrimental to students final course grade.

D1.3. Modifications Based on Assessment Results: The school leadership/Academic Review Team/Data Teams use assessment results to modify the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.

In SY 2017-18 STAR reading results were used by the entire faculty in the ILT process to determine a Targeted Instructional Area to drive an instructional Powerful Practice. Teachers reviewed and analyzed the STAR data and identified a common low performing standard across all grade levels to target with a schoolwide Tier 1 instructional powerful practice. The selection of a powerful practice triggers a nine-week cycle of inclusive trainings, professional readings, peer observations, examination of student work and a culminating schoolwide walkthrough to assess implementation.

Evaluation of the EL and Pacific Islander students' SBA results by the state determined the Targeted Support and Improvement (TSI) status for CMS for SY 2017-18. This required an in-depth analysis of the data results for these two sub groups by the principal, EL coordinator and district staff to create a plan for immediate implementation.

In SY 2016-17 CMS began using the WIDA scores as a driver for determining EL placement within the sheltered instruction elective class. Classes are now aligned by the WIDA proficiency indicators of Entering, Emerging, Developing, and Expanding.

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

For SY 2017-18, counselors drafted the Student Monitoring Procedures to begin the process of "putting our practices to paper". These procedures are CMSs first step in building a comprehensive Response to Intervention (RTI) system to monitor and support student learning.

Counselors and Administrators are trained on the use of the Longitudinal Data System (LDS) to actively monitor student academic and behavioral performance.

A commitment has been made by the school to the 16 characteristics of the Association for Middle Level Educators (AMLE) *This We Believe*. One characteristic is "Every student's academic and personal development is guided by an adult advocate" as academic success and personal growth increase when a students' affective needs are met. To meet this charge, all classroom teachers serve as a grade level advisory teacher, the student's first contact for support in academics and social-emotional mentorship.

D2. Assessment and Accountability Criterion – Classroom Assessment Strategies

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

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

D2.1. Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the General Learner Outcomes.

As a part of Teacher Learning Communities (TLCs) for SY 2017-18, bellwork and exit slips were introduced as components of the instructional cycle to be used as daily formative classroom assessments. Bellwork and exit slips are schoolwide Tier 1 assessment practices used by teachers, daily in every class, to monitor and adjust ongoing teaching to meet student learning needs.

Outside of traditional quizzes and tests, many teachers use curriculum-embedded or teacher-created rubrics to assess student work in the various subjects. Teachers also self-reported using discussions, quickwrites, learning logs, and peer assessment to allow students to monitor their own learning. Electives such as band, CTE, and PE rely on the performance-based nature of their subjects to observe and assess student progress.

D2.2. Using Assessment Data: Assessment data are used to make decisions and modify instructional practices.

The use of STAR data to drive the ILT process has resulted in CMSs first Tier 1 instructional practice in SY 2017-18.

The pilot of iReady in team 7A has allowed for remedial blended learning opportunities with the intervention class.

The professional development delivered in TLC's has developed a common language for teachers to use in relation to the instructional cycle and the expectation of each phase of the cycle used from bell to bell.

D2.3. Demonstration of Student Achievement: A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the General Learner Outcomes.

Teachers present a variety of assessments for students to exhibit their learning of the CCSS.

Many of the curricula in place (ex. SpringBoard, IQWST, GOMath!) have embedded rubrics for formative, performance, and summative assessments.

The IQWST curriculum allows students to discover through hands-on activities, labs, and experiments. These activities are then used to lead discussions, learning logs, and answer IQWST questions from the program.

Social studies classes use project-based assessments to demonstrate learning.

Elective classes, due to their broad differences, have a wide range of assessments that they utilize. SEL classes use scenarios and short answer reflections, and CTE will use more of a project-based assessment alongside a write up to explain their learning.

D2.4. Teacher Feedback to Students: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and General Learner Outcomes.

Teachers post and reference the learning target and purpose of the daily lesson on their front board.

Formal feedback is delivered through mid-quarter and quarterly grades.

Students and parents have access to monitor progress through Infinite Campus parent and student portal.

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

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

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

- There is a routine schedule for formative and summative assessments.
- Teachers are using a wide variety of assessments to allow students to demonstrate their learning. Demonstration, written, Project based, lab or activity based.

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

- A system for disaggregating, analyzing and reporting data to students, parents, and staff needs to be created and implemented. Review scores from standardized tests by subject area teachers and use it to change instruction.
- Teachers need time to discuss grading policies and share assessments with their departments and teams.
- A sustained commitment to new school practices (ex. ILT, TLC) is needed to strengthen teachers' practice.

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

2017-20 Academic Plan
Grading Faculty Discussion
ILT Input Training PPT
iReady 7A Assessment of iReady
iReady Data
Master Schedule SY 2016-17
Pacing Guides
Parent Portal Letter
Professional Learning Cycle 201718
Report Card Timeline SY 2017-18
SSIR 2017
STAR Data
Strive HI Data 2017
Student Monitoring Procedures
Student Portal Directions
TLCs
Trend Report 2017
WIDA Scores Share Faculty Agenda

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

E1. Parent and Community Engagement Criterion

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

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

At CMS the School Community Council (SSC) includes parent and community members.

The school targets to offer a parent event each quarter:

- First quarter: Ohana Night, the school's open house.
- Second quarter: Parent - Teacher Conferences, Campus Beautification, Band Performance
- Third quarter: Band performance
- Fourth quarter: Campus Beautification, 8th Grade Promotion

EL parent meetings are offered throughout the school year.

Teachers stated a desire to increase parent/community engagement and two-way communication throughout the year. Currently schoolwide communication is more one-way and done through Open House, Parent/Teacher Conferences, school events, or on an individual student basis.

CMS is looking to have a more proactive approach, with one suggestion of school staff going out into the community.

E1.2. Community Resources: The school uses community resources to support students, such as professional services, business partnerships, nonprofits, organizations, military, etc.

CMS enjoys the ongoing support of many community organizations:

The Nu'uaniu YMCA partners with CMS to host the summer Power Scholars Academy Summer Program through a YMCA grant.

Bank of Hawaii brings over 50 employees twice a year to teach CMS advisory classes on financial literacy.

The Rotary Club of Downtown Honolulu partners with CMS for two campus beautification days a year, which include painting, yard work, and capital improvement projects (ex. urban garden, historical picture framing). They also sponsor the Four-way Test Essay Contest and a student Interact Club.

The Honolulu Police Department Drug Abuse Resistance Education (DARE) officer teaches grade 7 students about the dangers of illegal and legal drugs via their health class.

Harris United Methodist Church works with the After School All Stars (ASAS) program bell choir and ukulele classes. They also hosted the After-School All-Stars Christmas party and Power Scholars Academy Summer Celebration.

Hawaii Theater has graciously hosted the Punchbowl Festival since 2006 where Central Middle School, Kawanānakoā Middle School, and Stevenson Middle School come together to allow their Beginner, Concert, and Honor bands to perform for their family and friends.

Leadership Team stated that ASAS also provides intramural sports. Currently partnering with another organization for academic support (Counselors also provide tutoring twice a week).

The Punchbowl Music Festival is a partnership between the three middle schools in the area. Students will go to each school to practice and interact with their peers from other schools. There is also a social event after the festival to increase relationship building. Band Directors have previously expressed how this opportunity has benefited the participants when transitioning to high school.

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

The parents and community are asked to be a part of the school through the SCC. Through this process, stakeholders learn about Strive HI data, academic and financial plans, school initiatives, programs, and upcoming activities.

Summative test results are shared with parents through reports provided to the school. SBA and HSA results are shared through a student's Family Report and EL results are shared through the Individual Student Report.

Students are given a syllabus for each of their classes to ensure that all parties are aware of curriculum, procedures, and grading.

Ohana Night (Open House) is a vehicle for parents to get information about the curriculum used in their child's classes. Teachers share their goals and texts to give parents an idea of the learning for the upcoming year.

Parent Teacher Conferences in the fall allow parents to receive information regarding how their child is progressing after the first quarter.

Infinite Campus is available throughout the year for parents to stay informed on their child's grades. Mid-quarter progress reports are also sent home to keep parents apprised of a student's grades before the end of the quarter.

100% of CMS students receive a mid-quarter progress report regardless of their pass or fail status.

CMS students use the school planner to not only keep track of daily assignments, but to allow for parents to keep abreast of what their child is learning. The planner is also a vehicle for parents and teachers to communicate regarding assignments and student behaviors.

CMS uses the program School Connect to keep parents aware of school events such as activities, conferences, report cards, field trips, and important dates through text message, email, and automated phone messages.

SY 17-18 is the first year parents have IC access. FOL group reported that students/families do not check IC often; this may be due to access codes being distributed at registration without explanation so codes may have been lost. Parent inquiries have been about accessibility rather than feedback on effectiveness. There is no requirement regarding frequency of updates for teachers, FOL group reported majority of teachers update IC regularly.

E2. School Culture Criterion

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

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning (e.g., internet safety, drills, etc.).

The spring 2017 School Quality Survey reported that 74% of student and 75% of teachers feel safe on the campus. CMS has a clean and orderly environment that nurtures learning.

Existing policies, regulations and procedures; and use of resources to ensure a safe, clean, and orderly environment that nurtures learning

The current policies, regulations, and procedures that ensure a safe, clean, and orderly environment can be found in the Google Documents.

Each quarter CMS practices emergency fire drill with one quarter's drill to practice lock down, shelter-in-place, and mass evacuation.

Two full time security aides are employed by CMS to ensure a safe environment.

Each year, CMS has a walkthrough by the Honolulu Fire Department to assure that the school is abiding by fire safety rules. There is an annual fire extinguisher inspection to check that all extinguishers on campus are ready for use.

Daily practices to ensure a safe and orderly environment are stated within the First Day Scripts where all teachers share procedures and expectations at the beginning of the year.

Exemplary behavior of the CHECK Yourself PBIS system is rewarded through the use of Bulldog Bucks. Bucks can be used by the students to purchase items from the Bulldog Store. This year, Hero, an online accounting system, is being used by the staff to reward students with electronic, rather than physical, bucks.

CMS struggles with aging facilities and the effects of an open campus in an urban environment.

Safety regulations including effective operating procedures for internet safety

All students watch a cyberethics video during an afternoon advisory period to learn standards of behavior for internet use.

Students and parents are required to sign the agreement to abide by the State of Hawaii's guidelines to use technology and the internet. Students are also required to have parental permission to have their likeness in any video or print.

Initiatives and responses to address bullying and harassment

The grade 6 Social Emotional Learning (SEL) class teaches students how to manage emotions, feel and show empathy for others, establish and maintain positive relationships, and deal with bullying.

AA activities aligned to the five core values are delivered every Wednesday to support positive relationship building.

Security cameras have been updated, Counselors (as needed) and Security have been walking campus to ensure student safety. Students have been reporting incidents that have been occurring off campus. Students reported their concern about safety comes from the homeless population which is located near the campus.

E2.2. Discipline and Behavior Management System: The school has an effective discipline and behavior management system that supports learning, growth, and development.

Behavioral expectations and Chapter 19 guidelines for discipline are part of the informational pages of the student planner.

All students who show a pattern of chronic absenteeism are placed on Attendance Concerns Procedures. The tiered intervention system takes families through levels of escalated interventions to get students back on track and back in school.

The five Core Values of CHECK Yourself (Collaboration, Honesty, Excellence, Courage, Kindness) are the guiding principles at CMS for behavior expectations. Students receive 45-minute lessons once a week on the Core Values during afternoon AA. A matrix of proper behavior in terms of CHECK Yourself is posted in each classroom for easy teacher reference of shared expectations. The daily bulletin reminds students of proper behavior in various school settings.

6th grade students receive additional lessons in their SEL class to teach them acceptable social behaviors.

First day scripts (based on the teachings of Harry Wong *The First Days of School*) are created and shared by all teams at the beginning of the year to provide proactive routines and procedures for students.

Complex Support Team requested CMS Counseling Department implement American School Counselor Association (ASCA) Model starting in SY 16-17. Currently doing components but not the entire model.

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

The following advanced classes are available for students:

- Grade 7 and grade 8 English
- Grade 7 Pre-Algebra
- Grade 8 Algebra

CMS band program offers students a beginning and advanced band option.

SpEd students who are not in the FSC class are placed in the mainstream with support from the SpEd teacher and EA to allow for the least restrictive environment and ensure high expectations for all. The current model allows the general education teacher to supply the curriculum while the SpEd teacher supplies the accommodations and any necessary modifications.

EL students are mainstreamed to allow all students access to vocabulary rich, high expectation curricular environments. Students are supported by PTTs to assist in language acquisition and curriculum in some mainstream classes.

E2.4. Culture of Trust, Respect, and Professionalism: The school has a culture of trust, respect, and professionalism among all members of the school community.

According to the SQS data, most of the faculty rated their safety, well-being and overall satisfaction positively.

A culture of trust, respect, and professionalism are demonstrated at CMS by:

- Faculty actively participating in Teacher Learning Communities (TLCs), FOL groups, and staff development sessions.
- Faculty participating in volunteer task force work groups (ex. Master schedule program review).
- Faculty undertaking teacher leadership roles within Steering Committee.
- Faculty maintaining two-way communication between parents and the school.
- All staff creating positive relationships with students
- All staff modeling desirable behaviors and work ethic for the students.
- Faculty-planned field trips to extend student learning.
- All staff pursuing outside coursework to better their practice.
- The security team participates in professional collaboration day training with teachers.
- The cafeteria manager has implemented student helpers in the cafeteria.
- The librarian has built a team of student helpers to work in the library throughout the school day, recesses, lunch, and after school.

E3. Student Support Criterion – Personalization

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

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.

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

Academic Assistance

91.2% of the students agreed to the following statement on the 2017 SQS survey, “My teachers give me help on classwork when I need it.”

Health Assistance

The school health aide is available to help students for both illness and personal health questions. CMS also has a nurse from the Hawaii Keiki program on campus to provide school based health services to help students be “healthy and ready to learn.”

Students learn how to make smart choices for their changing bodies through the health curriculum.

Career Counseling

All grade 8 students are enrolled in the CTE elective class where they research a career as part of their coursework. Students research educational needs, find careers that fit their skill base, and make a plan to reach their career goal.

Students enrolled in the grade 8 AVID elective learn skills and behaviors needed to be college ready. One activity for the AVID student is to attend a career fair that shows possible career pathways.

All students participate in weekly advisory lessons that cover a variety of topics aligned to the five core values of CHECK Yourself. Activities range from healthy living choices to social relationships to strategies to be successful in school.

Students are placed in an advisory class which meets every day to allow every student's academic and personal development to be guided by an adult advocate, one of the 16 characteristics of the Association for Middle Level Educators (AMLE) *This We Believe* "Keys to Educating Young Adolescents".

Personal Counseling

66% of students agreed to the following question on the 2017 SQS survey, "If I have concerns, I feel comfortable speaking to school staff about them."

All students have access to the counseling department throughout the school day. The department consists of two alpha counselors and an at-risk counselor for Tier 3 students. The counseling department holds weekly tutoring sessions on Tuesdays and Thursdays for all students.

A behavioral health specialist (BHS) is housed at CMS to assist with students who have counseling services as a part of their Individual Educational Program (IEP) or Section 504 plan.

CMS teachers reported that the school would like to bring back a Career Day, planning and logistics will need to happen.

BHS is at another site on Tuesdays and only services students with counseling in their IEP or 504 plan.

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

Counseling/Advisory Services

Understanding the high needs of student requiring Tier 3 interventions, a full-time at-risk counselor has been funded since SY 2016-17 to assist in chronic absenteeism, credit recovery, family court referrals, and behavior support. The at-risk counselor oversees two part-time teachers (PTT) to assist with the credit recovery program. One PTT leads the classes during school day and one PTT works the after school twilight hour program (3:00 - 5:00 pm).

Psychological and Health Services

A BHS has been allocated by the district to be housed at CMS to serve identified students.

Referral Services

The school has funded the use of the STAR universal screener in math and reading to identify struggling learners. The test is given three times a year to all students. SY 2017-18 marks the first year the data has been used to identify student learning needs as a part of the Instructional Leadership Team (ILT) process. The school will transition to the iReady program for SY 2018-19 after piloting the program in Team 7A for SY 2017-18. The school felt the iReady program offers a more comprehensive plan of support than the STAR program.

E3.3. Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum and instruction that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for intervention (e.g., ELL, SPED, and other alternative learning programs).

Students who qualify for the EL program receive an English for Speakers of Other Languages (ESOL) elective to support them in English acquisition. Students exited from the EL program are monitored by the EL coordinator through quarterly write ups by the core teachers.

All SpEd students, with the exception of the FSC students, are in the inclusion setting with one general education teacher providing the curriculum and one SpEd teacher providing the accommodations.

A cadre of teachers is receiving training on inclusive practices through Stetson and Associates to build a student-centered action plan for training teachers on a common vision for inclusive learning, multilevel instruction, staffing, and collaboration.

A comprehensive approach to credit recovery has been developed to keep students on track for grade 8 promotion to high school. Students who fail no more than two classes are scheduled for the next grade the next year and are immediately enrolled within the credit recovery program to begin earning missed credits during up to two of the three elective periods each student receives. The program uses a blend of online and paper

formats aligned to the CCSS. Once a student completes their credit, they are promoted and transitioned to their grade level elective class.

For students behind more than four credits, a twilight hour option is available for students to complete credits and be promoted to high school. The twilight program uses the same online and paper curricular options used in the school day credit recovery program.

The iReady program was piloted this school year (SY 2017-18) by Team 7A. The program uses a universal screener to assist in developing a personalized program of individualized online instruction and teacher-led instruction to target students' unique needs. Based on the initial ease of use of the program, CMS has opted to take iReady schoolwide for SY 2018-19.

E4. Student Support Criterion – Accessibility

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

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.

E4.1. Equal Access to Curriculum and Support: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).

The master schedule allows all students access to a challenging, relevant, and coherent curriculum. All EL and 80% of SpEd students (FSC students are currently excluded) are enrolled in the mainstream classes.

Grade 7 and grade 8 GT ELA, grade 7 pre-algebra, grade 8 algebra, grade 8 AVID elective, and advanced band are available to students based on meeting class prerequisites.

Alternative schedules are available for students who have difficulty with the traditional school day. There is a modified daytime schedule which allows students to complete their four core subject areas within the school day. There is also a twilight hour program which allows credit recovery for students who need placement outside the regular school day. Both programs are coordinated by the at-risk counselor.

E4.2. Curricular/Co-Curricular Activities: School leadership and staff link curricular/co-curricular activities to the academic standards and General Learner Outcomes for students who require access to a system of personalized supports.

All teachers' pacing guides have an RTI section to address interventions needed for students who need further supports. All EL students and SpEd students who are mainstreamed participate in elective classes that envelop academic standards in their activities.

Field trip requests require teachers to identify the standards students will be exposed to while attending the off-campus event. Field trips are all inclusive.

Band and orchestra performances allow for students who are first time performers to continue their musical talents beyond middle school. All students who are in the band or orchestra classes are invited to participate in the performance.

8th grade drama class encourages students to develop an appreciation for the arts and teaches students about the many aspects of theater from design, collaboration, and performing. All students who are in drama perform for their fellow students.

The 8th grade AVID class is offered to students who are underrepresented in college by teaching them the skills and behaviors for academic success.

ASAS is available to all students and offers Bell Services Academic Hour with opportunities to participate in intramural sports, such as basketball, flag football, volleyball, and bocce ball.

E4.3. Meeting Student Needs Through Curricular/Co-Curricular Activities: The school has a process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.

In January 2018, CMS initiated a program review of the master schedule to begin a process of evaluating how CMS addresses curricular and co-curricular needs. The process is open to all teachers to serve on a volunteer basis and focused on analyzing current practices in relation to the following topics:

- Alignment with the vision and mission
- Socially equitable
- Developmentally responsive
- Academically challenging
- Student voice
- Evaluations

Members of review team volunteered and the goal is to be done by the end of the current school year.

E4.4. Student Perceptions: The school is aware of the student view of support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Currently SQS data is the only formal student perception data available. When asked the following questions, students responded as shown:

- Question 8: "My teachers give me help on classwork when I need it." 91% agree
- Question 9: "If I feel bad, I can get help from the school staff." 78% agree.
- Question 18: "If I have concerns, I feel comfortable speaking to school staff about them." 66% agree.

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

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

Category E: Student Culture and Support for Student Personal and Academic

Growth: Areas of Strength

- Community stakeholders have been consistent and supportive in school needs and decisions.
- Policies and regulations are implemented to ensure a safe, clean, and orderly environment.
- The faculty and staff at CMS strive to be a cohesive group to allow for a pleasant working and learning environment to better service CMS students.
- Advisory structure is set up within the bell schedule to support the social, emotional, and academic needs of students; with grade-level specific lessons being developed and expanded upon yearly.
- Programs are in place for credit recovery during the traditional and non-traditional school day.
- School has assigned recess (teacher) and lunch (support staff) common area supervision and supervision expectations to ensure campus safety and cleanliness. Adults were observed in their designated areas following school expectations.
- Classified Staff (Office, Custodial, and Cafeteria) reported being a cohesive unit, school information is disseminated timely, and they feel supported by school administration. Some FOL groups reported the school culture being positive, student-focused, and one of the reasons for retaining staff (many staff members stated being at CMS over 20 years).
- Voluntary group of school staff currently looking at current master schedule to determine its effectiveness and if modifications are needed. Students reported wanting to have an input on the master schedule.

Category E: Student Culture and Support for Student Personal and Academic

Growth: Areas of Growth

- Continue to coordinate and implement routine methods for two-way parent/community communication.
- Expand Professional Development for all staff on positive student interactions and inclusive practices, including creating and implementing comprehensive multi-tiered systems of support for students' academic and behavior/social emotional needs.
- Continue to formalized system for program feedback from students, parents, community members, and school staff.
- Design and implement a monitoring system to ensure school programs are effective or are in need of modification.

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

AA Activities 2017-18
Afterschool Bell Services
All Standards of Procedures
APEX SOP Information
ASAS Enrichment Activities
ASAS Newsletter
Attendance Letter 1
Attendance Letter 2
Attendance Letter 3
Attendance Standards of Procedures
AVID Application
AVID ISS Data
AVID P-20 Career Day Field Trip
AVID Pacing Guide
Bell Schedule
BOH Teach Children To Save
Bulldog Matrix
Campus Beautification Flyer
Campus Beautification Sign in
CTE Pacing Guide
Cyberethics
Daily Bulletin
Documentation of Parental Permission
ELL/Title I/Band Performance Flyer
Emergency Drills
Exited ELs Monitoring Form
Field Trip Forms
Fire Extinguisher Inspection
Fire Inspection Checklist
First Day Scripts
Fiscal Requirement Form
Hawaii Keiki Nurse
Health/PE Pacing Guide
Hero Informational Sheet
iReady Data
Master Schedule 2017-18
Master Schedule Program Review
Open House (Ohana Night)

Open House Passport
Parent Portal to Infinite Campus
Parent Teacher Conference
Part-Time Teacher Schedule
Planner Procedures
Power Scholars Summer Program
Progress Report Sample
School Community Council
School Connect
SEL Pacing Guide
SQS Data 2017
Stetson Action Plan
Student Academic Support
Student Planner Documents
Student Publication Release Form
Student Request for Counseling
Syllabi
Technology Responsible Use Form
This We Believe 16 Characteristics

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

Briefly comment about the previously identified strengths and critical areas for follow-up.

General Comments:

CMS staff is willing to make any changes needed to help the students achieve success in school and life. Staff is willing to meet and investigate new ideas. The leadership at CMS is very supportive of the staff and students of CMS. CMS knows what they need to accomplish and is willing and able to accomplish their goals.

Synthesize schoolwide 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. CMS has a caring Staff and safe environment for all students.
2. Staff reports that administrative decisions are student focused.
3. Classroom routines are embedded throughout all grade levels and subjects via bell work and exit slips.
4. The summer Power Scholars and Credit Recovery programs assist students with their academic success.
5. Teachers appreciate the common Academic Advisory curriculum that is available and used schoolwide.

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. These are summarized below:

1. Continue the inclusive model that incorporates the "Bulldog Way" into one PBS plan that support the students making the connection between these expectations and their work. (Goal 1, DO 2)
2. Continue putting technology into the classroom for students and their parents which inhibits low parent involvement to support academic and behavioral growth. (Goal 3 DO 2)
3. Continue to refine the classroom environment that would provide opportunities for their students to be engaged in their learning experience such as developing cross-curricular or interdisciplinary projects to assist their students in making connections to the real world.(Goal 3, DO 1)
4. Continue translation of data into instruction and outcomes and continue to refine its process for monitoring student progress, through the continued implementations of tier 1 interventions to support the achievement of proficiency of all students. (Goal 2, DO 2)
5. Continue to provide opportunities for students to self-assess their level of mastery of the HCPS III/ Common Core and provide opportunities for application and reflection on new learning intervention (Goal 2, DO 1)
6. Continue formally organizing and documenting a response to intervention programs so that the procedures and outcomes of the programs are clear and

streamlined, school wide, with annual revisits to determine effectiveness, and improving the quality of instruction.(Goal 2, DO 2)

7. Continue strengthening the full-inclusion model for Special Education, EL and students not performing at grade level (Goal 2, DO 1)

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

(Note: Show the relationship to what the school has already identified, if possible.)

1. Continue Professional Development for staff focusing on integrating the use of technology in the classroom (Goal 1, DO 1)
2. Continue Professional Development for all staff on Special Education and EL Inclusion. (Goal 1, DO 3)
3. Continue the implementation of ILT's and TLC's to continue with the on-going school improvement. (Goal 2, DO 1)
4. Continue improving the communication process between steering committee and the rest of CMS staff. (Goal 2, DO 3)

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

CMS has a “user-friendly” plan that has integrated all major school initiatives. The Academic Plan is feasible within the existing resources. Most stakeholders are very supportive of the Academic Plan and are focused on implementing and updating the Academic Plan as needed. The Academic Plan adequately addresses the identified critical areas of follow-up. The Academic Plan is aligned the growth areas with areas, SBA, technology plan and staff development plan. The district is very supportive. The VC sees no Impediments to improvement that the school will need to overcome.

CMS already has the base for change in place at in many department throughout the school. The staff is ready and willing to change the school climate to create a system that encourages and meets the diverse learning of all students in the community. Staff also understands the need for parent and community support to help obtain these goals and is committed to improve in this area.

1. Continue the inclusive model that incorporates the “Bulldog Way” into one PBS plan that support the students making the connection between these expectations and their work. (Goal 1, DO 2)
2. Continue putting technology into the classroom for students and their parents which inhibits low parent involvement to support academic and behavioral growth. (Goal 3 DO 2)
3. Continue to refine the classroom environment that would provide opportunities for their students to be engaged in their learning experience such as developing cross-curricular or interdisciplinary projects to assist their students in making connections to the real world.(Goal 3, DO 1)

4. Continue translation of data into instruction and outcomes and continue to refine its process for monitoring student progress, through the continued implementations of tier 1 interventions to support the achievement of proficiency of all students. (Goal 2, DO 2)
5. Continue to provide opportunities for students to self-assess their level of mastery of the HCPS III/ Common Core and provide opportunities for application and reflection on new learning intervention (Goal 2, DO 1)
6. Continue formally organizing and documenting a response to intervention programs so that the procedures and outcomes of the programs are clear and streamlined, school wide, with annual revisits to determine effectiveness, and improving the quality of instruction.(Goal 2, DO 2)
7. Continue strengthening the full-inclusion model for Special Education, EL and students not performing at grade level (Goal 2, DO 1)