



**CENTRAL MIDDLE
SCHOOL**

SELF-STUDY REPORT

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

**Honolulu District
Kaimuki-McKinley-Roosevelt (KMR) Complex**

April 2-5, 2018

**Hawaii DOE/ACS WASC Focus on Learning Accreditation Manual,
2013 Edition (Edited SY 2015-2016)**

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Preface

Focus Groups

2017 – 2018

Names in bold are Focus Group Leaders

*Long-term Substitute

<p>Anne Marie Murphy - Principal Cheryl Sumida-Sakai - Self-study Coordinator</p>	
<p>Category A: Organization: Vision, Mission, Governance, Leadership, Staff, Resources</p> <ol style="list-style-type: none"> 1. Sheila Leong Registrar 2. Becky Moylan 6 Elective 3. Melody Murata Counselor 4. Barbara Reformina Educational Asst. 5. Yukiko Yamada Counselor 	<p>Category B: Curriculum: Standards-Based Student Learning: Curriculum</p> <ol style="list-style-type: none"> 1. James Bright 8 Elective 2. Rebecca Frazier 7 SpEd 3. Katchia Gethers Vice-principal 4. Mary Gietl Educational Asst. 5. Jack Ivers 7 Math 6. Hayami Miyasato 8 ELA 7. Ross Nakamura 7 Math/Science 8. Jeff Oshiro 6 Elective
<p>Category C: Instruction: Standards-Based Student Learning: Instruction</p> <ol style="list-style-type: none"> 1. Charmaine Ahmed 6 ELA/Social Studies 2. Chuck Araki Educational Asst. 3. Liana Ernestberg Educational Asst. 4. Carrie Fizer 6 SpEd 5. Alan Kaneshiro 8 Social Studies 6. Joseph Manfre 8 Math 7. Tracy Oshiro 8 Elective 8. Jay Sakai 7 ELA/Social Studies 9. Kevin Starks 7 Science 	<p>Category D: Assessment: Standards-Based Student Learning: Assessment and Accountability</p> <ol style="list-style-type: none"> 1. Susan Anderson Vice-principal 2. Marcella Cook Educational Asst. 3. Evelyn Cullen 8 SpEd 4. Brandon Galarita (*LTS) 7 ELA 5. Paul Hamamoto 6 Math/Science 6. Nancie Harper Cave 7 ELA 7. Caitlyn Miles(*LTS) 8 Science 8. Bekka Patton 7 Elective 9. Jodi-Ann Wong 6 Math/Social Studies
<p>Category E: Culture and Support: School Culture and Support for Student Personal and Academic Growth</p> <ol style="list-style-type: none"> 1. Mark Bostedor FSC SpEd 2. Liane Ching 6 ELA/Science 3. Michele Domal Educational Asst. 4. Holly Gates Librarian 5. Jeffrey Imamura 7 Elective 6. Satomi Kurazumi ELL 7. Heather Nakahara Student Services Coordinator 8. Chastity Nobriga 7 Social St. 9. Thia Rossi 6 Elective 10. Brandy Wilson Counselor 	

December 2017 revised

WASC FOL Timeline - 2017-2018

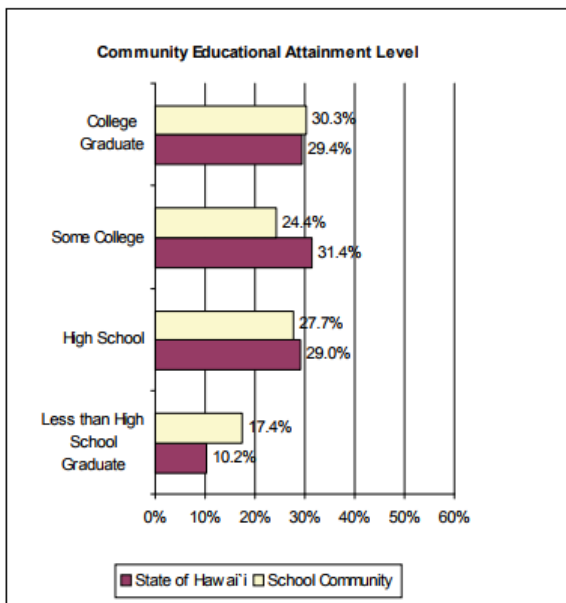
When	Task	What	Who
February 2017	Task 1	Profile	Full faculty
March 2017	Task 2	Progress since our last visit <ul style="list-style-type: none"> ● 3/2 – steering ● 3/9 – departments ● 3/16 - steering 	Steering to departments
March 2017	Task 3	Implications of the profile and progress data	Full faculty
April 2017	Task 4	Evaluate the quality of school programs <ul style="list-style-type: none"> ● Gather data through home groups and write in Focus Groups 	Steering to departments
May 2017	Task 4	Evaluate the quality of school programs <ul style="list-style-type: none"> ● Gather data through home groups and write in Focus Groups 	Steering to departments
August 2017	Review Task 1, 2, 3	<ul style="list-style-type: none"> ● Update profile ● Go over all steps for review and new staff ● Prep students 	Full faculty
September 2017	Review Task 4	<ul style="list-style-type: none"> ● Go over all steps for review and new staff 	Steering to departments
October 2017	Task 5	<ul style="list-style-type: none"> ● Follow-up: Revise Academic Plan 	Steering
November 2017	Task 5	<ul style="list-style-type: none"> ● process 	Full faculty
December 2017		<ul style="list-style-type: none"> ● Review draft 	Full faculty
January 2018		<ul style="list-style-type: none"> ● Review draft 	Full faculty
February 2018		<ul style="list-style-type: none"> ● Draft is due to Visiting Committee 	
March 2018		<ul style="list-style-type: none"> ● Prepare for visit ● Prep students 	
April 2018		<ul style="list-style-type: none"> ● Visitation 	

Chapter I: Student/Community Profile

General Community Profile

Situated in downtown Honolulu, Central Middle School’s (CMS) community sits in the heart of the downtown business district and surrounding areas of Kaka’ako, lower Makiki, lower Nu’uanu, lower Liliha, and Palama. 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, based on the 2010 U.S. Census. The population of our community, aged 5 to 19 is only 12.6% compared to the State’s 18.4%. Further, the median age of our population is 45.1 compared to the State’s 38.6. 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. Less than 30% of the population received high school diplomas, and about 18% did not graduate from high school (Table 1).



Based on the 2010 U.S. Census

McKinley HSC Complex	School Community	State of Hawai'i
Total population	76,909	1,360,301
Percentage of population aged 5-19	12.6%	18.4%
Median age of population	45.1	38.6
Number of family households	17,183	313,907
Median household income	\$52,686	\$66,420

Table 1: Community Profile

Source: SSIR 2015-16

Summary of the school's WASC accreditation history.

- 2006 - Full Self-study visit - The accreditation team identified eight Critical Areas for improvement and recommended CMS for a one year term.
- 2007 - Revisit and Progress Report - The accreditation team reviewed the progress of the eight Critical Areas and the School's Action Plan, also known as the Academic and Financial Plan (AFP). The accreditation team granted CMS an additional two years to complete the cycle.
- 2009 - Revisit and Mid-cycle Progress Report - The accreditation team reviewed the progress of the eight Critical Areas and the School's AFT. The team granted CMS a three-year term, which is the maximum allowed to complete the full six-year cycle.
- 2012 - Full Self-study - The accreditation team granted CMS six-years with a Mid-cycle Progress report
- 2015 - Mid-cycle Progress Report

School Vision:

`Onipa`a - faithful, resilient, trustworthy

School Mission:

We, the Central Middle School *`Ohana*, are dedicated to nurture, inspire, and empower all students to be resilient learners.

“We Believe” Statements

We believe in making real world connections to allow our students to have ownership of their learning and demonstrate social responsibility.

We believe a shared vision by all will result in student success.

We believe a well-structured school will foster committed, courageous, and collaborative leaders.

We believe that by understanding the needs of our students, we can develop a challenging academic program.

We believe we can inspire students by being a positive role model.

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 hall 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 Cafeteria Recess	<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"
Events: Assemblies Field Trips Intramurals	<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

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

01/14/2016, 10:30:17

General School Profile

Located in downtown Honolulu, CMS's campus sits on a property filled with rich Hawaiian history and was placed on the National Register of Historic Places in 2004. The grounds of CMS was the palace of the High Chiefess Ruth Ke'elikolani (1826-1883), known as Keoua Hale, and was built in 1883. After her death on May 24, 1883, her first cousin, Bernice Pauahi Bishop (1831-1884), inherited her vast estate, which included 353,000 acres, one of them being Keoua Hale. Pauahi and her husband Charles Reed Bishop moved into the residence following High Chiefess Ruth's death. Pauahi passed away on Oct. 16, 1884 at Keoua Hale. In 1895, Bishop returned the house and property to the Bishop Estate Trustees who in turn sold it to the Kingdom of Hawaii, Board of Education.

Timeline of the school thereafter:

1895 - Honolulu High School

1908 - The name was changed to McKinley High School which subsequently moved to Beretania and Victoria St.

1908 - Renamed Central Grammar School

1926- The building was razed due to termite damage and the present school was erected.

1928 - Central Junior High

1932 - Central Intermediate School

1997 - Central Middle School

CMS currently serves approximately 390 students in grades 6-8. The majority of our students come from four surrounding elementary schools: Kaiulani, Likelike, Kauluwela, and Royal. The majority of our transitioning students then go on to McKinley High School with a handful moving on to Farrington and Roosevelt High Schools.

Central Middle School operates on a traditional school year calendar with 182 days of instruction with the students starting in August and ending in May. Students are enrolled in seven periods that meet four times a week for a total of 200 instructional minutes. In addition to the instructional minutes, students are in an Advisor/Advisee class which serves as a homeroom each morning for ten minutes. Students also receive 45 minutes at the end of the day on Wednesdays for Advisory lesson aligned to the Association of Middle Level Educators (AMLE) guidelines and Central Middle School's five core values - Collaboration, Honesty, Excellence, Courage, and Kindness (CHECK).

Students receive the four core classes with three electives. Elective course offerings at CMS include Science, Technology, Engineering, and Math (STEM), Performing Arts, Career and Technology, Physical Education, Social and Emotional Learning, English Learner (EL), and credit recovery/intervention classes (Table 2).

Table 2: Electives for Each Grade

	6th Grade	7th Grade	8th Grade
Elective 1	STEM Urban Garden	STEM Coding and Programming	STEM Career and Technical Education
Elective 2	Social and Emotional Learning (SEL)	Physical Education (PE)/Health	Drama
Student Choice	Ukulele Intro to Band Intro to Orchestra	Exploratory Wheel Intro to Band Beginning Band Intro to Orchestra Beginning Orchestra	Exploratory Wheel AVID Intro to Band Beginning Band Advanced Band Intro to Orchestra Beginning Orchestra Advanced Orchestra

Who We Are - Demographic Data

Student Data

The general population of CMS has been growing since SY 2013-14 with the exception of the current SY 2017-18 where we experienced an unexpected dip (Table 3). The nature of our transient community often dictates demographic data as people move into and out of the school community. The transient nature of our student population can be further underscored by the percentage fluctuations present in our 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 our school boundaries for that identified school year.

SY 2017-18 also marked the first year of CMS being a designated Community Eligibility Program (CEP) school. This program allows all students, regardless of socioeconomic background, to receive a free breakfast and lunch. This switchover has delayed accurate socioeconomic status (SES) numbers for SY 2017-18 as the state transitions to an online survey identification system for parents to designate income.

Table 3: The Students We Serve

School Year	2013-14	2014-15	2015-16	2016-17	2017-18 (as of 1/29/18)
CMS General Population (fall enrollment)	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

Source: 2013-2016 eCSSS, SSIR

Over the last four years, the ethnic makeup of CMS's student population has had a marginal variance (Table 4), with exception of Micronesia which has shown steady

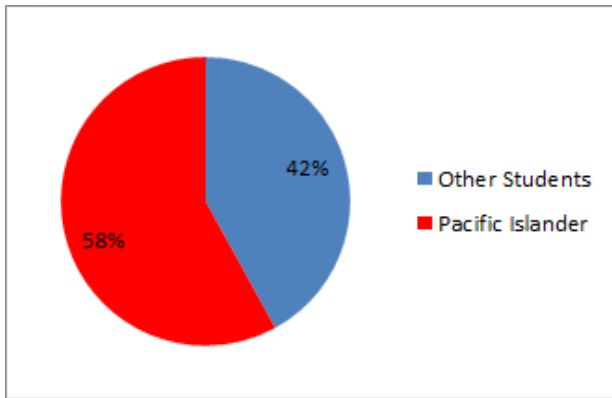
growth. Our largest ethnic groups representing our school are the Micronesian (34%) and Filipino (23%). As a whole, the Pacific Islander (Micronesian, Samoan, Tongan, Native Hawaiian) population comprises 54% of the student body (Table 4), and unofficially for the SY 2017-18 they continue to grow to 58% of the school population (Figure 1).

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%

Source: 2012-2016 SSIR & eSIS

Figure 1: SY 2017-18 Pacific Islander Population



Source: LDS as of 12/13/17

The growing Pacific Islander community has created challenges for classroom teachers in meeting the needs of a multicultural classroom. According to a teacher survey done in SY 2017-18 (Table 5), teachers self-identified the top four challenges:

- Basic cultural understanding of the appropriate behaviors of how to treat fellow students and adults and function in a school setting
- Low proficiency levels in test scores, English language, and basic skill levels.
- Lack of motivation to do class work, do well in school, and pay attention in class
- Constant absences and tardies to class as well as school

Table 5: Teacher Survey on Self-Identified Challenges From Pacific Islander Students

Comments	Number of staff opinions
Basic cultural understanding <ul style="list-style-type: none"> ● respect for school property ● respect for others (students) ● respect for others (adults) 	19
Lack of Motivation <ul style="list-style-type: none"> ● Refusal to complete classwork and homework ● School is not a priority ● Refusal to pay attention in class 	16
Low Proficiency <ul style="list-style-type: none"> ● Needs require one-on-one assistance ● Don't speak English ● Need more training to provide the necessary services ● Low skills 	15

Constantly absent or tardy	10
Lack of Parental Support <ul style="list-style-type: none"> ● No parent contact information ● No support in enforcing proper behaviors ● No support in education 	5
No formal schooling	2
Lack of knowledge of own language	1
Poor hygiene	1
Confidence level	1

Attendance Data

Chronic Absenteeism is determined when a student has 15 or more absences. This determination also encompasses excused absences such as illnesses and vacations. According to Figure 2, the highest groups that are not attending school are the Pacific Islander and low SES students. In Figure 3, disaggregating the data by the grade and analyzing the numbers longitudinally shows the percentage of chronically absent students in each grade stays consistent as they transition through the school.

The Counseling Department was asked to list the common trends of absentee problems. The common threads presented were family obligations (caring for family members/siblings), health issues, and low parental involvement and support. As mentioned above, despite the three-tiered intervention put in place for SY 2016-17, absenteeism numbers increased from 26% to 31% [Strive HI Data 2017](#) .

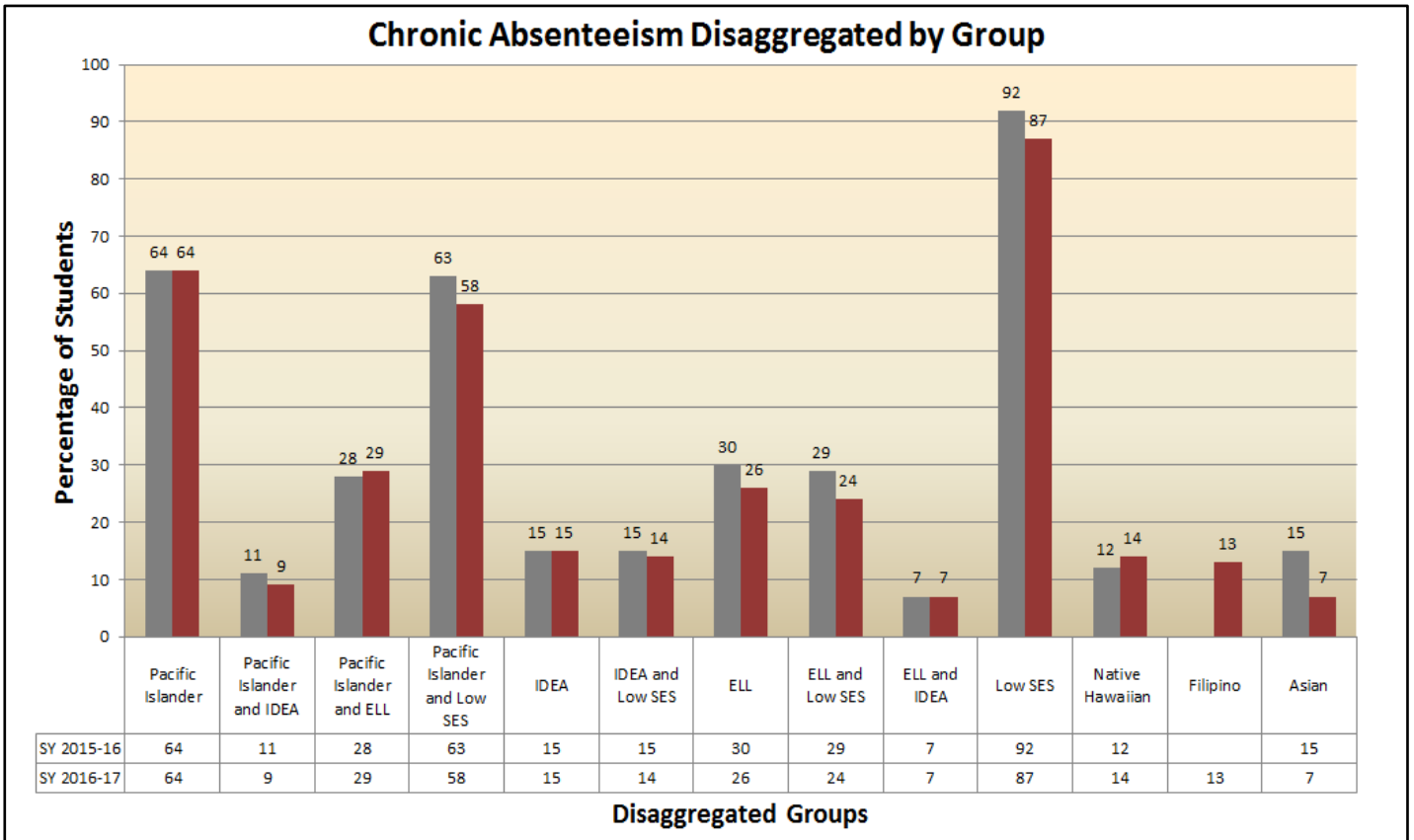


Figure 2: Chronic Absenteeism SY 2015-16 and SY 2016-17

- SY 2015-16 data is based on 104 students; SY 2016-17 data is based on 119 students
- EL data is Active and Monitoring (exited within the last two years)
- SY 2015-16 Asian data includes Filipino subgroup; SY 2016-17 Asian subgroup excludes Filipino

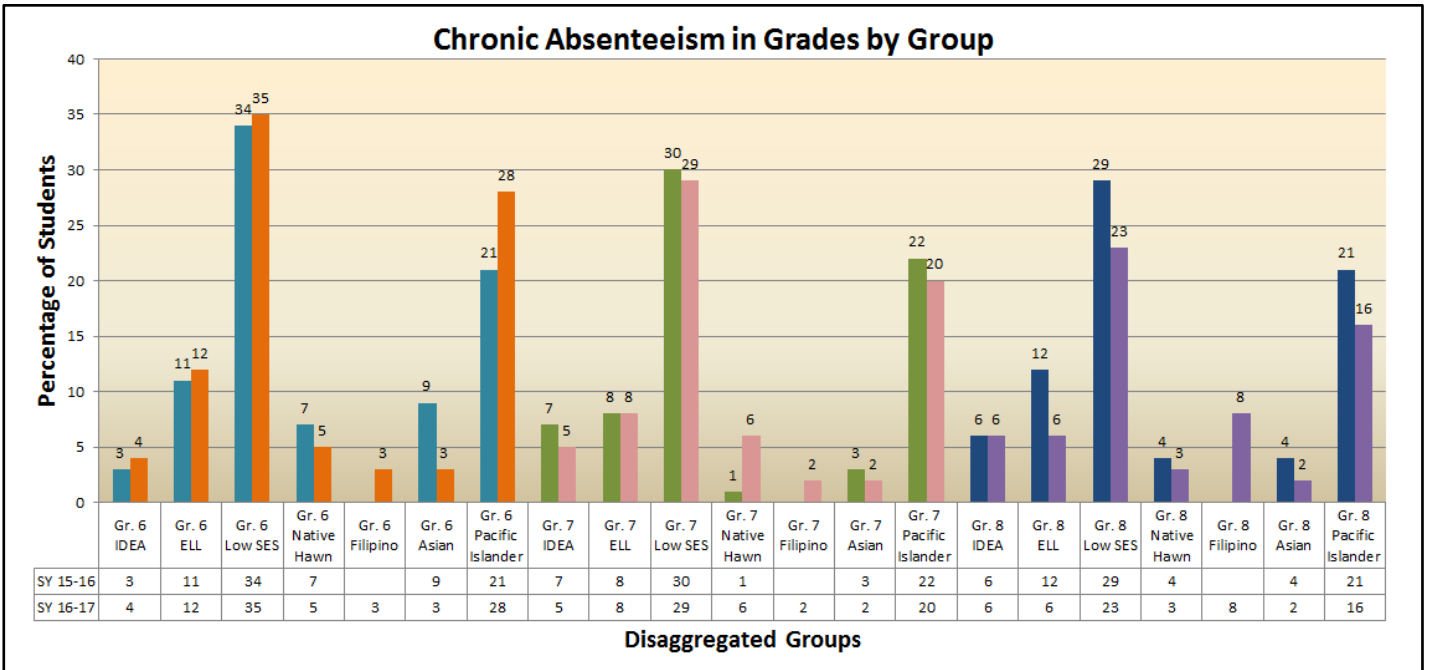
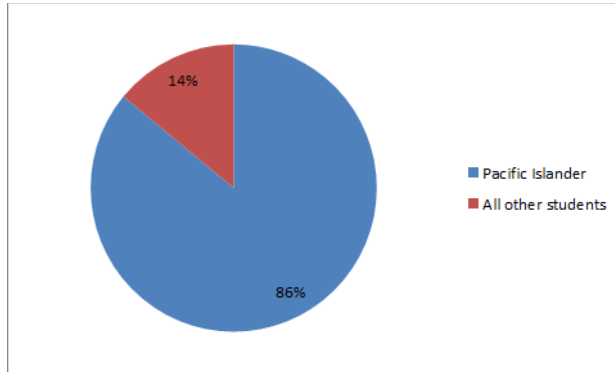


Figure 3: Chronic Absenteeism Disaggregated by Grades and Groups

- SY 2015-16 Grade 6 - 39 students, Grade 7 - 32 students, Grade 8 - 33 students
- SY 2016-17 Grade 6 - 46 students, Grade 7 - 35 students, Grade 8 - 38 students
- ELL data is Active and Monitoring (exited within the last two years)
- SY 2015-16 Asian data includes Filipino subgroup; 2016-17 Asian subgroup excludes Filipino

As of SY 2017-18, 121 of 401 students have already been identified as “high risk” for chronic absenteeism. Of the 121 students, 50 have already met the chronic absenteeism mark of 15 absences or more. Of the 50 students who are marked as chronically absent, 43 of them are Pacific Islander students (Figure 4). Furthermore, 50% of the 50 chronically absent students are overlapping Pacific Islander, low SES, and EL.

Figure 4: Chronic Absenteeism Targeting Pacific Islanders
Percentage of Pacific Islander Students Chronically Absent



Source: LDS as of 12/13/17

Behavior Data

Table 6 shows a compilation of key data sources pulled from the Electronic Comprehensive Student Support System (eCSSS) Schoolwide Discipline Profile. Though an initial glance shows an increase in number of incidences per year over the four years, the population of the school has increased at a pace of 18%, whereas the number of incidences has increased at a rate of 14%. The number of students contributing to the incidences has remained steady despite shifts in enrollment pointing to a difficulty in breaking repeat behavior patterns inside school.

CMS continues to utilize a school wide Positive Behavioral Interventions and Supports (PBIS) approach which was spearheaded with the full implementation of “The Bulldog Way” program in SY 2016-17 which relies on the Tier 1 “CHECK Yourself” matrix to teach the five core values of Collaboration, Honesty, Excellence, Courage and Kindness. However, as our data shows, a continued focus is needed on both Tier 2 and Tier 3 interventions to support chronic behavior issues.

Table 6: Behavior Data

School Year	2013-14	2014-15	2015-16	2016-17
enrollment	351	365	398	429 (18% increase since 2013-2014)
# of incidences	236	261	277	275 (14% increase since 2013-2014)
# of students contributing to incidences	102 (29%)	99 (27%)	110 (27%)	116 (27%)
Top 3 problem behaviors	C: Insubordination B: Disorderly Conduct C: Class Cutting	C: Insubordination B: Harassment D: Disruption	C: Insubordination B: Disorderly Conduct D: Disruption	D: Disruption (74) D: Violation of Other School Rules (40) C: Insubordination (38)
# of repeat offenders	63 (18%)	55 (15%)	64 (16%)	63 (15%)

Average incidences per day	1.31	1.46	1.54	1.50
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Source: Schoolwide Discipline Profile

Retention Data

Central Middle School has made a purposeful effort to tackle the issue of retained students. In the past, summer school was implemented with varying success mainly due to the short time students had to show proficiency in a year’s worth of curriculum. Therefore, in summer of 2016, summer school was replaced with the Power Scholars Academy which focuses on transitioning incoming 6th graders in an effort to work proactively to support students, rather than reactively. Our long term goal is to see these transition programs begin to impact our retention rates over time as students get a “stronger start” to middle school.

In the interim, to combat current retention rates, SY 2017-18 saw the implementation of a comprehensive credit recovery program during the school year to get students back on track who have failed one or more courses the previous year. Lead by our at-risk counselor (added to the staff in SY 2016-17), the credit recovery program utilizes traditional and online platforms to allow students to make up a core credit during school within an elective course offering. That way, students still keep up with their current year’s credits while making up credits they missed in the previous year. So far the program has been successful in getting 71% of students who have failed courses back on track for on-time 8th grade promotion.

Table 7 shows 8th grade retention data. It should be noted that SY 2015-16 marked the end of automatic social promotion at CMS and SY 2016-17 marked the addition of the at-risk counselor to the staff to support Tier 3 credit interventions.

Table 7: 8th Grade Retention Data

School Year	2013-14	2014-15	2015-16	2016-17
All grades	1%	5%	9%	2%

Source: Trend report

Transiency and Homeless Data

Based on the data in Table 8, 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. Table 9 reflect the number of students living in various homeless situations.

Table 8: Student Transiency

School Year	2013-14	2014-15	2015-16	2016-17
Percent enrolled all year	91%	90%	91%	88%

Source: School Status and Improvement Report

Table 9: McKinney-Vento Data SY 2016-17

Dwelling type	Living with another family	Living in a shelter	Living unsheltered
Number of students	25	16	1

Source: Infinite Campus

Staff Data

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 (Table 10). In SY 2017-18, we 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 (Table 11). When comparing the ethnicities of Central’s students with that of its certificated staff, the staff is not representative of its student population (Table 12). More than half of the faculty have 11 years or more of teaching experience (Table 13).

Table 10: Staff Breakdown

School Year	2015-16	2016-17	2017-18
Number of Teachers	23	24	26
Number of Support Staff	6	7	7
Teachers/Support Staff with advanced degrees	15	19	25

Source: School Status and Improvement Report and CMS Survey

Support Staff: Counselor, Curriculum Coordinator, Librarian, Registrar, Student Services Coordinator

Table 11: ELL Staff Credits

	0 credits	1+ courses taken	California Teacher Certified or GLAD trained or SIOP Trained	Licensed TESOL Teacher
Teachers	8	11	4	1
Support Staff	6	1		

Source: CMS survey

Table 12: Staff Ethnicities

Ethnicity	Administration	Teachers and Support Staff	Educational Assistants
Japanese		8	
White	.5	7	2
Native Hawaiian		5	2
Filipino		1	1
African American	1	1	
Hispanic	.5		
Other	1		

Source: CMS Survey

Table 13: Faculty (Administration, Teachers/support staff, Educational Assistants) Years of Service

Years of Service	0-2 years	3-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
Administration							
Years of Educational Experience					3		
Years at Central Middle	2		1				
Teachers							
Years of Teaching Experience	3	2	4	2	3	7	2
Years at Central Middle	8	4	1	2	2	6	
Educational Assistants							
Years of Educational Experience	1		1		1	1	1
Years at Central Middle	1	2			2		

Source: CMS Survey

The classified staff at our school is made up of a School Administrative Service Assistant (SASA), two office assistants, a technology coordinator, two security attendants, a health aide, three custodians, a school food manager, a school baker, and a school cook. Classroom support staff includes seven Educational Assistants (EAs) who provide supports and services directly to our special education students, two EL Part-Time Teachers (PTTs) who provide instructional supports for our EL students either in the EL classroom or in the general education setting, and one PTT who works with the at-risk counselor in the credit recovery program.

HOW WE DO: Student Performance Data

Strive HI

Under Strive HI, there are multiple measures/indicators of school performance and accountability. The weights are designed to ensure that students are prepared to graduate and be college and career ready.

The Hawaii State Assessment (HSA) proficiency for SY 2012-13 was based on the Hawaii Content Performance Standards (HCPS) 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 our 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 our 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, our score 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.

Table 14: Strive HI Results

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

Source: Hawaii Public Schools HSA

Hawaii State Assessment (HSA) and the Smarter Balanced Assessment Consortium (SBAC)

Prior to SY 2013-14, the HSA was based on the HCPS III. For the SY 2013-14, the HSA bridge was given to students which contained elements of both HCPS III and CCSS. SY 2014-2015 marked the inaugural year which the SBAC assessment was given which rates student proficiency solely on the CCSS. Central Middle School experienced a sharp decrease in both school wide reading and math proficiencies with the implementation of the SBAC assessment (Table 15 and Table 16). Figure 5 shows the

disaggregated group information highlighting the fact that the Pacific Islander, ELs, and low SES groups need more student support.

Table 15: HSA/SBA Reading Proficiency

Group	2011-12	2012-13	2013-14 (Bridge)	2014-15 (SBA)	2015-16 (SBA)	2016-17 (SBA)
All Students	55%	55%	48%	23%	28%	23%
Disadvantaged	51%	52%	45%	22%	26%	20%
Limited English	25%	31%	21%	13%	10%	5%

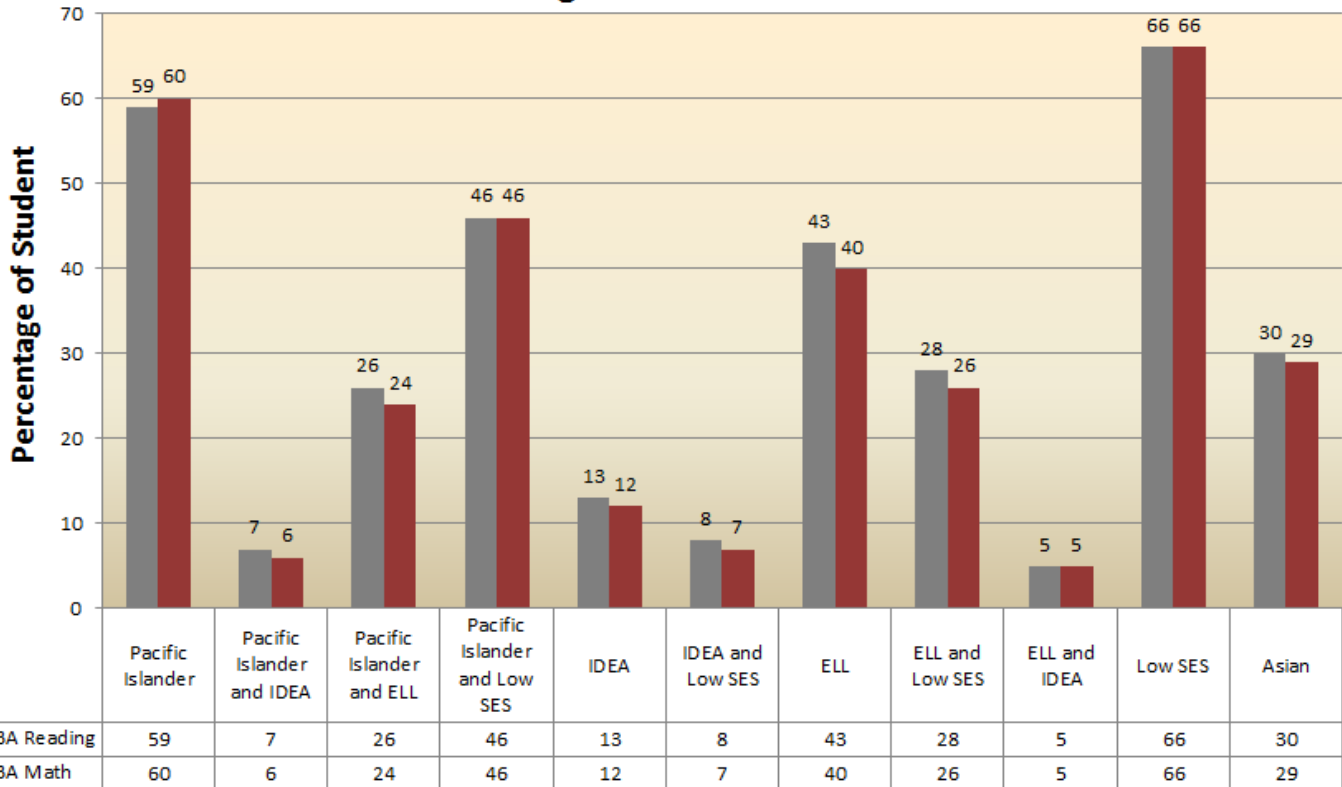
Source: Longitudinal Data Systems (as of 4/13/17)

Table 16: HSA/SBA Math Proficiency

Group	2011-12	2012-13	2013-14 (Bridge)	2014-15 (SBA)	2015-16 (SBA)	2016-17 (SBA)
All Students	53%	50%	38%	17%	13%	12%
Disadvantaged	51%	49%	36%	16%	12%	11%
Limited English	39%	39%	22%	14%	10%	6%

Source: Longitudinal Data Systems (as of 4/13/17)

**SBA Reading and SBA Math Spring 2017
Percentage of Student Not Met**



Disaggregated Groups

Figure 5: Disaggregated Data of Students Not Meeting on SBA
Source: Longitudinal Data System (LDS)

**Perceptual Data:
School Quality Survey (SQS)**

The School Quality Survey (SQS) administered for SY 2015-16 was distributed to teachers, parents, and students (Table 18). The return rate included 69% of students (81% return rate in SY 2014-15), 9% of parents (15% return rate for SY 2014-15), and 73% of teachers (100% return rate for SY 2014-15). Although many of the categories had stayed the same or had a drop in satisfaction, the greatest surprise came when all groups surveyed, students, parents, and teachers. All rated “Involvement” and “Engagement” significantly higher in 2016. This may be an indicator that CMS is moving in the right direction with engaging our entire school community. Parent participation numbers still remain low indicating a continuing need to identify multiple ways to engage our parents and solicit their input.

Table 18: School Quality Survey Data

Year	Participation	Safety	Well-Being	Satisfaction	Involvement/Engagement
2015 Students (7th and 8th grade only) 180/223 students	81%	74%	70%	77%	19%
2016 Students (7th and 8th only) 184/267 students	69%	72%	70%	79%	66%
2017 Students (7th and 8th only) 172/275 students	63%	74%	74%	85%	68%
2015 Parents 33/223 parents	15%	85%	92%	87%	2%
2016 Parents 23/267 parents	9%	75%	82%	79%	77%
2017 Parents 72/275 parents	26%	84%	88%	87%	90%
2015 Teachers 22/22 teachers	100%	87%	89%	75%	2%
2016 Teachers 16/22 teachers	73%	72%	75%	66%	69%
2017 Teachers 24/24 teachers	100%	75%	75%	68%	78%

Source: School Quality Survey

Tripod Survey

The Tripod Project for School Improvement reports student perspectives of teaching and learning and states, “Teachers are most effective when they successfully communicate and execute the 7Cs to their students.” SY 2016-17 data showed marked improvement in six of the seven components (Table 19). Control/Classroom Management (shown in red) showed a sharp decrease and continues to be a strong need on the annual school report.

Table 19: Tripod Survey Data

The 7C's	SY 15-16	SY 16-17
Care	63%	68%
Challenge	72%	72%
Control/Classroom Management	47%	41%
Clarify	68%	71%
Captivate	67%	69%
Confer	53%	63%
Consolidate	66%	74%

Source: Tripod Survey School Report

Professional Development (PD):

August 2016

- CHECK Yourself
- EES: Teacher expectations

September 2016

- CHECK Yourself
- Referral forms
- Using the Google calendar
- IPDP
- Infinite Campus

October 2016

- Roles and Responsibilities of the Support Staff and Teachers
- eValueate

November 2016

- Data Teams
- ILT Powerful Practices
- EES: Tripod Survey
- McKinley Complex PD day
- Go Math District PD

December 2016

January 2017

- ILT Feedback

February 2017

- ILT Peer Observation
- FOL
 - Task 1 Vision and Mission
 - Task 1 Data analysis

March 2017

- Tripod results
- Imagine Learning
- FOL
 - Task 3 Root Cause Analysis

April 2017

- ILT
 - Input Training #2
 - Peer Observation
- Academic Plan

May 2017

- FOL Task 4
- Tripod reflection

August 2017

- Routines and practices
- STAR inservice
- First Day Scripts
- Performance Task Assessments
- Class Syllabus Format
- FOL Review Tasks 1-3
- Consultancy Protocol

September 2017

- ILT Process
- Pacing Guides

October 2017

- Superintendent's Initiatives
- FOL Task 4
- STAR
 - Data Analysis
 - Powerful Practice
- EL Comprehensive Plan, Scores, and Strategies
- Inclusionary Practices

November 2017

- ILT
 - High-yield Strategies
 - Peer Observations
 - Student Work Samples
 - Guided Visit Information
- FOL Task 5

December 2017

- ILT Guided Visit Share
- FOL Task 4

January 2018

- BIMAS (Behavior Intervention Monitoring Assessment System)
- Think Tank
- FOL Task 4 Review
- ILT
 - Professional Reading
 - Powerful Practice Lesson Planning
 - Reviewing Student Work
 - Checklist Lasso
- Decision-making Protocols

February 2018

- iReady
- Think Tank
- ILT Learning Walk

Chapter II: Progress Report

Chapter II: Progress Report

Academic Plans

- SY [2012-13 until 2016-17 Academic Plans](#)
- SY [2017-20 Academic Plan](#) (last edit done 12/14/17)

In the summer 2012, Central Middle School was awarded an accreditation period of six years with a mid-term review. The WASC 2012 self-study recommendations stated that Central Middle School address ten Critical Areas for Follow-up.

Significant Developments

Shift of Standards from Hawaii Content and Performance Standards (HCPS III) to the Common Core State Standards (CCSS)

In line with the state direction, English Language Arts (ELA) and math departments have moved from HCPS III to CCSS as the foundation of their instruction. The science department has also transitioned to the Next Generation Science Standards (NGSS) ahead of the 2020 deadline set by the State. All changes reflect a change in program and materials used within the classroom.

New Personnel

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).

Middle Level Education

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”

“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.

Think Tanks

Built upon the real world practices of having a body of experts providing advice and ideas on specific political or economic problems, Think Tanks are used at CMS to engage teachers in the collaborative process of driving school wide improvement. Through five “Think Tanks” teachers identify and propose solutions under the topics of Brand Management, Information Systems, Climate, Culture, and Character, Pedagogy, and Organizational Development.

Credit Recovery

Run by the at-risk counselor to provide ongoing support to students who may be off track for on time 8th grade promotion, the credit recovery program offers online and traditional platforms for students to earn missed credits for the four core throughout the school year.

New Elective Offerings

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 our student community.

Instructional Leadership Teams

A distributive leadership concept to identify practices to support student learning, the Instructional Leadership model follows a 9-week Professional Learning Cycle to support teachers with learning and implementing new Tier 1 instructional practices.

Teacher Learning Communities

CMS’s take on Professional Learning Communities (PLCs). TLCs offer structured professional development sessions facilitated by the Curriculum Coordinator and an outside consultant to support conversations about student learning.

Power Scholars Academy

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.

Schoolwide Critical Areas for Follow-up

Critical Area #1

CMS needs to establish an inclusive model that incorporates the GLOS, RIGOR, GX and PAWS into one PBS plan that support the students making the connection between these expectations and their work.

Critical Area #2

Grounds and buildings (interior/exterior) and restrooms of CMS need to be better maintained.

Critical Area #3

Access to technology is limited for students and their parents which inhibits low parent involvement to support academic and behavioral growth.

Critical Area #4

Creation of a personal education plan for each student that would support college attendance and career goals which would outline a path for them to achieve that dream or make adjustments, as needed.

Critical Area #5

CMS needs to 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.

Critical Area # 6

The PDCA cycle needs teachers to strengthen the translation of data into instruction and outcomes and continue to refine its process for monitoring student progress, creating intervention, and improving the quality of instruction.

Critical Area #7

Provide opportunities for students to self-assess their level of mastery of the HCPS III and provide opportunities for application and reflection on new learning.

Critical Area #8

Establish a formal network of communication between targeted student support electives and the ELA and math PLCs (AVID, reading and math Workshop) to support the achievement of proficiency.

Critical Area #9

The transition from full-inclusion to the co-teaching model needs to continue to extend to 7th and 8th grade levels. Provide a continuation of ongoing professional development in this area is essential.

Critical Area #10:

Intervention programs need to be formally organized and documented so that the procedures and outcomes of the programs are clear and streamlined, school wide, with annual revisits to determine effectiveness.

Ongoing Follow-up Process

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 our previous year's Academic Plan to identify if the plan still aligned with the updated needs of our 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.

Academic Plan

Identified CRITICAL AREA WASC Report 2012	CRITICAL AREAS in the 2017-2020 ACADEMIC PLAN	Evidence
<p>Critical Area #1 CMS needs to establish an inclusive model that incorporates the GLOS, RIGOR, GX and PAWS into one PBS plan that support the students making the connection between these expectations and their work.</p>	<p>Goal 1: Desired Outcome 2 The school environment is inviting, safe, inclusive, and supportive of all. Enabling Activity Expand “The Bulldog Way” Positive Behavioral Interventions and Supports (PBIS) initiative to provide all students with the knowledge and skills they need to address life's challenges, take responsibility for their lives, and to function successfully at all levels of society.</p>	<p>Starting SY 2012-13, the school created a Positive Behavior Interventions and Supports (PBIS) system to promote positive behaviors. Bulldog Bucks were created to allow students to earn bucks so they could cash them in for prizes. The bucks system, side by side with PAWS (Positive Attitude With Spirit) which encouraged teachers to write notes that identified good behavior, started the idea of inspiring students to seek out commendations from staff.</p> <p>From SY 2012-13 to SY 2014-15 teachers met monthly to plan PAWS lessons to promote PBS. Students were taught lessons twice a month on positive behavior and the importance of college during their advisory period. In addition, students were provided the opportunity to reflect on their actions and make connections to learning and real life by completing GLO activity sheets that focused on how students displayed the GLOs in all classes.</p> <p>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</p>

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		<p>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.</p> <p>Bulldog Matrix Hero Instructions 2017-18 AA Activities Schoolwide Discipline Profile 2016-17</p>
<p>Critical Area #3 Access to technology is limited for students and their parents which inhibits low parent involvement to support academic and behavioral growth.</p>	<p>Goal 3: Desired Outcome 3 The school actively partners with families, the community, and business partners in the education of all students.</p> <p>Enabling Activity Create written guidelines promoting developmentally appropriate home-school-community partnerships.</p>	<p>To address this critical area in SY 2012-13, the FOL Parent Technology Workshop group was created to provide more access and assistance for parents to use technology. At that time, the school was using Achieve 3000, so a representative was brought in to teach parents how to support their child's usage of this program at home. The After-School All-Star (ASAS) program also hosted a quarterly opportunity for parents to participate in the computer classes with students.</p> <p>CMS continues to use traditional forms of communication (ex. hard copy flyers) to get information to parents who do not have computer/internet access. The limited access to technology for our families continues to hamper a parent's ability to access online supports.</p> <p>Central Middle School continues to have Ohana Night and Parent Teacher Conferences where the face-to-face meetings assist parents in making connections with teachers to strengthen student support.</p> <p>During SY 2016-17 the staff began using the statewide grading system Infinite Campus to do grading. This state selected program offered a parent portal to allow parents and students to receive grades not only at mid-quarter and</p>

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		<p>quarter end, but any time during the grading period. This connection can be accessed through an application on their smartphone or computer and gives parents the ability to keep up with their child's grades. Beginning in SY 2017-18, CMS began providing parents attending school events (ex. registration, Ohana Night, EL meetings, Parent Conferences) training on the Infinite Campus system so they are better able to navigate the online format to monitor their child's progress. Counselors continue to compile mid-quarter progress reports and physically send them home to parents.</p> <p>Teams continue to reinforce the use of the student planner and grade level wide procedures were created for consistency in SY 2017-18.</p> <p>SY 2016-17 marked the launch of the SchoolConnect mass communication system. SchoolConnect allows short mass messages to be sent through texts, automated phone calls, and emails. It has been used to send field trip reminders, parent/teacher alerts, and report card distributions.</p> <p>SY 2017-18 marked the launch of the new CMS website (https://www.cmsnhl.org/). The new website allows parents to have a direct link to what is happening in teams, departments, and school wide. The website also has links to three social media platforms (Facebook, Twitter, Instagram) in hopes that engaging social media outlets will allow more parents to stay connected with school events, highlights, and updates. Parent Survey Responses</p>
Critical Area #5	Goal 2:	Since the SY 2012-13 core teachers

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<p>CMS needs to 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.</p>	<p>Desired Outcome 1 Students and teachers are engaged in active, purposeful learning.</p> <p>Enabling Activity Create “Teacher Learning Communities” (TLCs) for teachers to learn, create, and implement new pathways to facilitate differentiated instruction and authentic assessment.</p>	<p>continue to create a classroom environment that connects a student’s learning to the real world through critical thinking, communicating, using technology, researching real issues, and making choices.</p> <p>Career and Technology (CTE) classes in grade 8 provide opportunities for students to explore career options and apply technology to solve problems. physical education and health classes in grade 7 allow students to learn healthy dietary and physical choices for life.</p> <p>In SY 2016-17, two new STEM electives classes were added. The 6th grade STEM class offers students opportunities to learn about sustainability and food production within our urban garden. The grade 7 STEM elective focuses on computer science and exposes students to the spectrum of basic computing skills to coding and web design.</p> <p>To address the needs of our student population who often come from stressed home environments, a Social and Emotional Learning (SEL) class was added in grade 6. In this class, students learn communication and problem-solving skills to help them better navigate everyday interpersonal challenges they may encounter. Grade 8 saw the addition of a Drama elective class, where students not only learn presentation skills, but also non-verbal communication skills to send a message.</p> <p>Since the last accreditation, each grade level has done several different Interdisciplinary Units that assist students in making connections to the real world. The 6th grade has covered topics such as health and wellness, technology, and sustainability. The 7th</p>
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		<p>grade topics have included plantation life, cultures of Hawaii, and Pacific Island studies, and the Winter Olympics. 8th grade has focused on topics such as global warming, stars, earthquakes, the declaration of war, and the Hero's Journey.</p> <p>In the SY 2017-18, the entire sixth grade team, and half of the seventh grade team began the implementation of a hybrid teaming model where teachers teach two subjects (ELA/social studies and math/science) which allows teachers to integrate two subject areas and begin experimenting with block scheduling and project-based learning activities.</p> <p>Teacher Learning Communities were also implemented in SY 2017-18 to allow all classroom teachers to engage in half-day professional development throughout the school year to support deeper learning instructional practices and the analysis of student work.</p> <p>Master Schedule 2017-18 TLCs 8th Grade IDU 7th Grade IDU</p>
<p>Critical Area # 6 The PDCA cycle needs teachers to strengthen the translation of data into instruction and outcomes and continue to refine its process for monitoring student progress, creating intervention, and improving the quality of instruction.</p>	<p>Goal 1: Desired Outcome 1 Educators value young adolescents and are prepared to teach them. Enabling Activity Create developmentally responsive learning environments to transition our incoming sixth grade students, develop our existing seventh grade students and prepare our eighth grade students for</p>	<p>As of the SY 2012-13, all teachers used the PDCA cycle to analyze student achievement through the department data team cycles. In SY 2016-17, the Data Team cycle moved to teams supporting the ELA and math departments. Weak strands were selected by ELA and math through students' monthly eValuate test scores and presented to the grade level teams. Team members were allowed to choose whether to support the ELA or math strand based on the upcoming lesson. This model allowed all teachers to</p>

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	<p>transition to high school.</p>	<p>support tested subjects.</p> <p>In SY 2017-18, STAR was selected as the universal screener to determine ELA and math levels of achievement. The format of Data Teams changed due to the transfer of the formative assessment from eEvaluate to STAR. The focus of analyzing the data was channeled through the ILT (Instructional Leadership Team) process. The staff searched for common low strands in reading across all grade levels. This led to selecting a Targeted Instructional Area and Powerful Practice that was common to all grades and a school wide effort in selecting a strategy that all teachers were to utilize.</p> <p>STAR Data Professional Learning Cycle 201718</p>
<p>Critical Area #7 Provide opportunities for students to self-assess their level of mastery of the HCPS III and provide opportunities for application and reflection on new learning.</p>	<p>Goal 2: Desired Outcome 2 Implementation of varied and ongoing assessments to measure and advance learning. Enabling Activity Create a schoolwide Response To Intervention (RTI) framework that incorporates appropriate assessment measures to enable teachers to select immediate learning goals to advance the learning of students at all levels.</p>	<p>Since the last full visit, CMS has moved to adopt the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) aligned curricula. The ELA and math departments moved to CCSS aligned curricula that was recommended by the state.</p> <p>The ELA department began using the state mandated program SpringBoard across the grade levels. SpringBoard has a rubric for all performance tasks which include essays, presentations, and panel discussions. The rubric allows the student a chance to self-assess before assignments are turned in. Each performance task is followed by a chance to reflect on their learning.</p> <p>To ease the transition of our incoming grade 6 students, ELA adopted the Wonders_program in SY 2017-18. This is the state-mandated ELA curriculum for elementary schools and extends through</p>

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		<p>6th grade. The students are familiar with the format and presentation from their prior experience.</p> <p>The math department has fully implemented the state mandated program GOMath! across the grade levels. GOMath! uses a structured interactive approach to the CCSS. The 8th grade Algebra I program uses the HODOE Algebra 1 program developed by the State of Hawaii.</p> <p>SY 2016-17 was marked with the introduction of the iQWST_(Investigating and Questioning Our World Through Science and Technology) curriculum to the Science department. iQWST_is an inquiry-based, integrated curriculum aligned to the NGSS Standards.</p> <p>Social Studies continues with HCPS III and is awaiting the upcoming C3 Framework (College, Career, and Civic Life) implementation.</p> <p>Elective classes have a performance-based self-assessment and application of new knowledge. PE commonly sets activity goals for their class and determines if they have met their goal for the day. Other classes like CTE use a rubric to determine their grade and reflect on their project write-ups to think of possible modifications that could be made to their projects. Team 7A, during their intervention period, created a Student Progress Tracker for students to keep track of diagnostic scores as well as their growth in reading and math in the iReady program.</p> <p>As a part of the SY 2017-18 Teacher Learning Communities (TLCs) cycle, teachers have been engaging in professional development on the lesson</p>
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		<p>cycle. Teachers developed bellwork and exit slips to be used as an opening and closing routine. This routine enabled teachers to collect a daily formative assessment to monitor student progress.</p> <p>Pacing Guides iReady Student Progress Tracker TLCs</p>
<p>Critical Area #8 Establish a formal network of communication between targeted student support electives and the ELA and Math PLCs (AVID, Reading and Math Workshop) to support the achievement of proficiency.</p> <p>Critical Area #10 Intervention programs need to be formally organized and documented so that the procedures and outcomes of the programs are clear and streamlined, school wide, with annual revisits to determine effectiveness.</p>	<p>Goal 2: Desired Outcome 2 Implementation of varied and ongoing assessments to measure and advance learning.</p> <p>Enabling Activity Create a schoolwide Response To Intervention (RTI) framework that incorporates appropriate assessment measures to enable teachers to select immediate learning goals to advance the learning of students at all levels.</p>	<p>The intervention program that was in existence during the last accreditation has since been dissolved as the school has looked for more effective ways to meet the varying needs of our students.</p> <p>SY 2015-16 marked the schoolwide implementation of the STAR Universal Screener for math and reading. In SY 2017-18 data from the schoolwide use of the screener began and was used to drive the first Tier 1 instructional Powerful Practice of the Instructional Leadership Team (ILT) Professional Learning Cycle.</p> <p>Noting the limitations of the STAR Universal Screener, a pilot test of the iReady Universal Screener is currently being conducted with Team 7A. The team was assigned an intervention period within the school day to work on the iReady program with students. Students are able to work on individualized content tutorials tailored to their assessed needs and teachers have more capabilities to monitor student progress and growth. Results are still forthcoming as we navigate the learning curve of a new implemented program. However, based on initial ease of use, a school decision was made to bring the iReady program school wide as the universal screener for SY 2018-19.</p> <p>Building a full Response To Intervention</p>

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		(RTI) tiered framework utilizing the iReady program is planned for SY 2018-19 rollout. iReady
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<p>Critical Area #9 The transition from full-inclusion to the co-teaching model needs to continue to extend to 7th and 8th grade levels. Provide a continuation of ongoing professional development in this area is essential.</p>	<p>Goal 2: Desired Outcome 3 Leaders demonstrate courage and collaboration. Enabling Activity Create faculty and staff mentoring protocols to ensure all adults on campus are involved in creating a learning community that places top priority on the education and healthy development of every student and adult at Central Middle School.</p>	<p>In SY 2012-13, inclusion students were placed in a co-teaching model where the Special Education (SpEd) teacher was an equal partner in the curriculum, instruction, and assessment presented to the students. The model was started in the sixth grade, but a projected influx of special education students in the sixth grade required adding an additional resource setting to the continuum of educational environments for the next year.</p> <p>SY 2013-14 was marked with a shift to employing Educational Assistants (EAs) as the main line of support in the inclusion setting in grade 6 with grade 7 and grade 8 running the co-teaching model in all of the four core subject areas.</p> <p>In SY 2014-15, inclusion classes were created in grades 6-8 with a grade level EA assigned to assist in all four core classes. Resource classes were re-established in all grade levels which were fully supported by Special Education teachers.</p> <p>In SY 2017-18 a new model was implemented to have all students (with the current exception of the fully-self-contained students) mainstreamed in the general education classroom. This model places the Special Education teachers and an Educational Assistant with the identified students in each of the four core subjects to provide academic accommodations within the general education setting. This model is being supported by a two-year state contract with Stetson and Associates, Inc. who is providing on-site professional development, modeling, and coaching to support the sustained implementation and success of the full inclusion model.</p>
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		Stetson Action Plan
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Critical Area for Follow-up not currently in the Academic Plan

Critical Area #2

Grounds and buildings (interior/exterior) and restrooms of CMS need to be better maintained.

With the change in Administration Team, a concerted effort has been dedicated to the upgrade and maintenance of the facilities and grounds.

The following routines have been put in place to ensure CMS students have a safe, clean learning environment:

- Semi-Annual review and revision of custodial work schedules.
- Weekly Custodial Meetings with custodial staff and Vice Principal.
- New online Custodial Requests platform to monitor the receipt and completion of custodial requests.
- State Repair and Maintenance requests initiated and monitored by Administration.
- Project development and management of the following construction projects:
 - Building A, B, and C Structural Repair and Stairway Replacement
 - Repaving and Restriping of Queen Emma and Kukui Parking Lots
 - Building A Restroom Renovations (SY 2018-19)
- Semi-Annual Campus Beautification Days with Rotary Club of Downtown Honolulu

[Custodial Agenda/Minutes](#)

[Custodial Request](#)

[Campus Beautification Flyer](#)

Critical Area #4

Creation of a personal education plan for each student that would support college attendance and career goals which would outline a path for them to achieve that dream or make adjustments, as needed.

The focus of college and career pathways continues to evolve at CMS. A majority of conversations are occurring within grade 8 in both the mandatory Career and Technology Education (CTE) elective and the Advancement Via Individual Determination (AVID) program which is open to students based on teacher recommendation and application.

The grade 8 CTE elective class take students through individual career choices and possible pathways. To achieve their desired goal, students complete a personalized research project that requires them to explore the education and training needed for their selected career choice.

The AVID elective course allows students to develop learning, study, and academic behavioral skills needed to be successful with the rigorous coursework required for college success. Alongside the support given to be more successful in secondary education, a considerable amount of time is also given to exposing students to college and career pathways in preparation for post-secondary academia.

In the past, the AVID and Gifted and Talented (GT) students did an annual tour of the Kapiolani Community College (KCC) and University of Hawaii at Manoa campuses to expose them to college life. In SY 2016-17, the entire 8th grade was taken to one of three campus sites; The University of Hawaii at Manoa, The John H. Burns Medical Center in Kakaako, or Honolulu Community College. There students learned about careers that would be available to them through college.

[AVID P-20 Career Day Field Trip](#)

[CTE Pacing Guide](#)

Chapter III: Overall Summary from Analysis of Profile Data and Progress

Task 3: Summarize the implications of the profile and progress data

Analysis of Student Performance, Demographic, and Perception Data

At the February 15, 2017 faculty meeting, the staff was asked to look at the data that represented our school and pull out “Two Truths and a Need”. These are the points that they felt defined Central Middle School. This information was compiled and shared with the teachers to encourage them to keep the profile data in mind.

Truths

Academics

- Low achievement in core areas
- Students come to CMS below grade level (6th grade SBAC data)
- More students exceed, meet, approaches in ELA than math (eValuate)
- No students at or above benchmark (STAR)
- ELA benchmark is very low (STAR)
- Students’ learning is still not growing substantially (eValuate)
- Of all students who tested in math, 13% met the standard; 63% did not
- August to October to December eValuate scores – numbers of student “meet” and “exceed” are increasing
- Math STAR score very low
- Science HSA – 29% approaches (SAR)
- ELA HSA – 27% nearly met (SAR)
- Math HSA – 24% nearly met (SAR)
- Percent of meeting standards
 - ELA
 - SY 2014-15 – 25%
 - SY 2015-16 – 28%
 - Math
 - SY 2014-15 – 17%
 - SY 2015-16 – 13%

Social/Behavior

- The largest ethnicity represented at CMS is Micronesian at 29.5% (SSIR)
- 79.7%, almost 80% of the students, feel this is a good school (SQS)
- 36 students are responsible for 72 suspensions in SY 2015-16 (SSIR)
- Out of 398 students, 288 had no incidents in SY 2015-16. In SY 2016-17, of the 429 students, 346 had no incidents
- Discipline school wide 72.36% are at 0 incidents
- Students discipline 4.77% have 6+ incidents

- Discipline incidents are down

Home

- The median household income of the school community is \$52, 686 (SSIR)
- We have 28 students living with other family members; 19 living in a shelter; 2 homeless on the street (Homeless data – Infinite Campus 2017)
- Inner city school exposed to realities of life (poverty, drugs, violence)

Staff

- 100% fully licensed teachers for SY 2013-14, SY 2014-15, and SY 2015-16 (SAR)
- SY 2015-16 – 10% of classes were not taught by highly qualified teachers (SAR)
- Many teachers have been at CMS for more than 5 years
- Teacher “satisfaction” has lagged at CMS behind students and parents (SQS)

Other

- Enrollment is up.
- Increase in number of students in SpEd SY 2013-14: 8.2%, SY 2014-15: 9.3%, SY 2015-16: 12.8%
- We have supportive, growing community partnerships with local organizations (ex. Rotary, St. Peter’s)

Needs

Academics

- 13% of all students met the standard for math (SAR)
- Percent of students being retains is increasing over the years (SSIR)
- ELA percentage of students of meeting standards is 28%. We need to see how we can address this area (SAR)
- Intervention classes dedicated to remedial missing fundamental skills
- Smaller class size or class assistance
- More EAs and PTTs and interpreters to bridge the language barrier
- They are also all below the recommended benchmark for middle school

Social/Behavior

- Chuukese role models
- High percentage of students responded “neutral” or “disagree” with feeling comfortable speaking to school staff
- Students in general are accepting of each other’s differences though we still need to address cultural differences (SSIR)
- SY 2016-17 data shows less incident referrals compared to SY 2015-16. (Discipline profile)
- Chronic absenteeism – 26% (SAR)

Home

- Reach/involve parents to participate. Ways to ensure participation and collection of SQS (SQS)
- Homeless support

Other

- Participation not met (Strive Hi)

Implications of the Profile Data

The data shows a myriad of system improvements that must be made to support the learning of all students.

- 26% of our students were chronically absent in SY 2015-16 (Table 14). This number increased to 31% for SY 2016-17 despite the first year implementation of a three tiered intervention protocol. When the data was disaggregated, it was found that the Pacific Islander and Low Socioeconomic students were the two groups that impacted the number of absences the most (Figure 2, Figure 3).
- 9% of 8th grade students were retained in SY 2015-16 (Table 7). Retention numbers decreased in SY 2016-17, with the addition of an at-risk counselor and credit recovery program, but the school still continues to informally observe a correlation between chronic absenteeism and retention rates.
- Students identified as EL, Disadvantaged, and Pacific Islander have lagging proficiency rates on the Smarter Balanced Assessment (Figure 5) in comparison to their Asian classmates.
- An increase in enrollment and percentage of the student population of English Learner (EL) students (Table 3). We presently have 117 students in the EL program, but we have many students who are identified as “M” (exited from EL in the past two years), “N” (previously in EL but exited outside the two years) students, and a few who are “L” (refusal of services) students. Combined, 238 students, or approximately 60% of the student population, from CMS are either presently in EL or were in EL at one time in their educational career.

Three Student Learning Needs Based on the Data

Based on the data, CMS has identified the following as the most immediate learning needs for our student community:

1. Supportive learning environment to successfully transition students throughout middle school.
2. Systems to support high needs students meet grade level proficiency standards.
3. Culturally appropriate school structures to support immigrant populations.

Chapter IV: Self-Study Findings

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

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

A1. Vision, Mission, and General Learner Outcomes Criterion

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

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

A1.1. Indicator: The school has established a clear, coherent vision and mission 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.

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

Findings	Supporting Evidence
<p>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) <i>This We Believe</i>. 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 our students and the aspirations of our teachers.</p> <p>The momentum of the “We Believe” statements carried forward to SY 2016-17 and the start of our FOL study. As CMS began the process, the faculty and staff brought to the discussion their desire to revisit our vision and mission to better reflect our current student demographic and staff beliefs. This organized discussion led the faculty creation of our current vision and mission statements.</p> <p>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</p>	<p>This We Believe 16 Characteristics Vision/ Mission/ We Believe Statements</p> <p>Vision/ Mission/ We Believe Statements</p> <p>2012-13 until 2016-17 Academic Plans 2017-20 Academic Plan</p>

<p>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.</p>	
<p>Summary: The vision, mission, and Academic Plan of CMS are all directly correlated to current educational research and multiple data.</p>	

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

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

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

Findings	Supporting Evidence
<p>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.</p> <p>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.</p> <p>All classified staff (office, security, custodial, and cafeteria) have not been fully involved with the above processes.</p>	<p>Vision/ Mission PPT from Faculty Meeting Vision/ Mission SCC Share</p> <p>Crafting the 2017-20 Academic Plan pt 1 Crafting the 2017-20 Academic Plan pt 2</p>
<p>Summary: Systems are in place to ensure the active participation of classroom teachers, non-classroom teachers, and classified classroom staff in the development/refinement of school plans. Attention should be given to ensure all stakeholders are given opportunities to actively participate throughout these processes.</p>	

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

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

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

Findings	Supporting Evidence
<p>The foundational principles of the General Learner Outcomes are embedded within the five core values of CMS’s The Bulldog Way <i>CHECK Yourself</i> matrix. Lessons that reflect the five Core Values of Collaboration, Honesty, Excellence, Courage, and Kindness are implemented on a weekly basis through our 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.</p> <p>The vision, mission, GLOs, and The Bulldog Way <i>CHECK Yourself</i> 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.</p> <p>During Ohana (Open House) night, the Principal shared the school’s vision and mission with parents and families. The Academic Plan was not shared.</p> <p>The vision, mission, and Academic Plan were shared with the SCC.</p>	<p>AA Activities 2017-18 Bulldog Store Bulldog Bucks</p> <p>Student Planner Documents</p> <p>Open House (Ohana Night)</p> <p>SCC Academic Plan Review</p>
<p>Summary: CMS has practices in place to ensure students actively understand and are committed to the general learner outcomes of the school behavior system. The same level of commitment is needed 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.</p>	

Regular Review and Revision

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

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

Findings	Supporting Evidence
<p>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.</p> <p>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. We are currently in year one of our current three-year plan.</p> <p>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.</p>	<p>ART Area of Accountability 2016-17 ART Interim Measures of Progress 2017-18</p>
<p>Summary: Systems are needed to ensure the annual review of the vision, mission, and five core values by all stakeholders.</p>	

General Learner Outcomes and Vision and Mission

A1.5. Indicator: General Learner Outcomes and academic standards are reflected in the school’s vision and mission.

A1.5. Prompt: Evaluate the ways in which General Learner Outcomes and academic standards are reflected in the school’s vision and mission.

Findings	Supporting Evidence
<p>At CMS, the vision and mission of our school are supported by our GLO-based five core values (Collaboration, Honesty, Excellence, Courage, and Kindness) of <i>The Bulldog Way</i> and the academic aspirations stated within our five <i>We Believe</i> statements.</p>	<p>Bulldog Way Matrix Vision/ Mission/ We Believe Statements CMS Guiding Principles</p>
<p>Summary: The vision and mission are supported by the school’s five core values and the academic standards.</p>	

A2. Governance Criterion

The school’s program and operations are in alignment with the a) the Hawaii Board of Education’s policies and b) the Hawaii Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education.

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

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

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

Findings	Supporting Evidence
<p>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.</p> <p>The State Strategic Plan and the Superintendent’s Vision were shared with faculty and staff at a faculty meeting.</p> <p>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.</p>	<p>DOE Memos BOE website DOE website</p> <p>HIDOE Strategic Plan Faculty Meeting</p> <p>Superintendent's Email</p>
<p>Summary: There is little evidence to support the school community understands the governing agency’s role and how they can participate in the school’s governance.</p>	

Relationship Between Governing Authority and School

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

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

Findings	Supporting Evidence
<p>The HIDEO 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</p>	<p>HIDOE Strategic Plan CMS Three Pillars</p>

<p>actions and the direction of the governing authority, faculty and staff completed a <i>Three Pillar</i> 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 our FOL process, faculty and staff aligned our strengths and needs with the three high impact HIDOE Implementation Plan strategies.</p>	
<p>Summary: The clear direction of the HIDOE Implementation Plan has provided tangible guidance for CMS to align their thinking and actions with the governing authority.</p>	

Faculty, Staff, and Governing Authority

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

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

Findings	Supporting Evidence
<p>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.</p> <p>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.</p>	<p>DOE Memos BOE website DOE website</p> <p>Opening school packet</p>
<p>Summary: 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.</p>	

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

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

Broad-Based and Collaborative Planning Process

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

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

Findings	Supporting Evidence
<p>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).</p> <p>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.</p>	<p>Faculty Meeting School Community Council</p> <p>Steering Agenda/Minutes</p>
<p>Summary: Classroom personnel are actively involved in the school planning process. Non-classroom staff (cafeteria, front office, custodial, security), students, parents, and other stakeholders have not been involved in the collaborative development processes the school utilizes.</p>	

Correlation between Student Learning and the Academic Plan

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

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

Findings	Supporting Evidence
<p>The first step in preparation of the Academic Plan is a review of socioeconomic, academic, and behavior data included within the Comprehensive Needs Assessment.</p> <p>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.</p>	<p>Comprehensive Needs Assessment Data Analysis for CNA/Profile</p> <p>2012-13 until 2016-17 Academic Plans 2017-20 Academic Plan</p>
<p>Summary: The school has ensured data is used as the primary driving force in the creation of the Academic Plan.</p>	

Alignment of All Resources and the Academic Plan

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

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

Findings	Supporting Evidence
<p>The school’s Financial Plan and Financial Plan Overview documents break down the school’s budget. The majority of funds allocated to our school, 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.</p> <p>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.</p> <p>The Principal looks at enrollment numbers to determine</p>	<p>Financial Plan</p>

<p>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.</p> <p>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.</p> <p>The monitoring of resources is correlated to student learning outcomes, both formative and summative assessments.</p>	<p>Fiscal Requirement Form</p>
<p>Summary: All school resources are allocated to funding to directly support identified student learning needs.</p>	

Progress Monitoring of the Academic Plan

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

A3.4. Prompt: *Comment on the roles and responsibilities of the school’s Leadership Team/Academic Review Team. Evaluate the degree to which this team monitors the progress of the implementation of the Academic Plan.*

Findings	Supporting Evidence
<p>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.</p> <p>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.</p>	<p>ART Accountability Monitoring Sheet 2016-17 ART Accountability Progress Sheet 2016-17</p> <p>Academic Review Team Minutes 011818</p>
<p>Summary: Steering Committee members are assigned the responsibility of reporting on the</p>	

progress of their assigned academic plan school strategy twice a year.
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School Community Council

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

A3.5. Prompt: *To what extent does the SCC review and monitor the Academic Plan and provide opportunities for stakeholder input and feedback?*

Findings	Supporting Evidence
Academic Plans are shared annually with stakeholders during a SCC meeting.	SCC Academic Plan Review
<p>Summary: The Academic Plan is shared and discussed annually with the SCC, but there are no systems to monitor the Academic Plan with the SCC throughout the school year.</p>	

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

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

Qualifications of Staff

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

A4.1.Prompt: *Evaluate the procedures to ensure all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.*

Findings	Supporting Evidence
<p>The Principal uses the newly released Hawaii Qualified Teacher (HQT) guidelines to ensure all staff members are qualified for their responsibilities.</p> <p>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.</p>	School Position Details
<p>Summary: State guidelines are used to ensure all staff are qualified for positions.</p>	

Maximum Use of Staff Expertise

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

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

Findings	Supporting Evidence
<p>The Principal determines placement of staff within the school based on HQT status and subject licensure.</p> <p>All staff members (certificated, classified, and casual) participate in a general session at the beginning of the school year where the <i>Opening School Packet</i> 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.</p>	<p>Opening of School Sign-in Sheet</p> <p>Opening of the School Year</p>
<p>Summary: Processes are in place to ensure the orientation of teachers and staff to their job responsibilities at the beginning of the school year.</p>	

Defining and Understanding Policies and Procedures

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

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

Findings	Supporting Evidence
<p>At the beginning of the school year, faculty members participate in a general session during which DOE and school policies and procedures within the <i>Opening of School</i> packet are shared.</p> <p>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.</p>	<p>Opening of School Sign-in Sheet</p> <p>Administration Responsibilities</p> <p>All Standards of Practice Faculty Handbook</p>

<p>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.</p>	<p>Decision Making Protocol Sample Minutes</p>
<p>Summary: The school has committed to putting policies, procedures, and processes in writing and ensuring they are accessible to all school staff.</p>	

Internal Communication and Planning

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

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

Findings	Supporting Evidence
<p>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.</p> <p>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.</p> <p>Departments meet based on the outcomes of Steering Committee meetings and Administration implemented <i>Monthly Deliverable Sheets</i> 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.</p>	<p>Faculty Organizational Chart</p> <p>Master Calendar</p> <p>Monthly Deliverable Sheet Sample</p>

<p>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.</p> <p>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.</p>	
<p>Summary: The main structure of internal communication is the Steering Committee. Department heads make up the Steering Committee and are tasked with communicating all information and clarifying questions. This structure is personnel dependent and can restrict the participation and dialogue amongst all faculty members as a whole. Monthly APC meetings are in place to discuss and resolve contractual concerns.</p>	

Staff Actions/Accountability to Support Learning

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

A4.5. Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
<p>The faculty and classroom staff are involved in the collaborative process of planning the academic plan.</p> <p>Steering Committee is tasked with ensuring the academic plan is implemented through the ART protocol.</p> <p>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.</p>	<p>Crafting the 2017-20 Academic Plan pt 1</p> <p>Crafting the 2017-20 Academic Plan pt 2</p> <p>Academic Review Team Minutes 011818</p> <p>Professional Learning Cycle 201718</p>

<p>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.</p>	<p>TLCs</p>
<p>Summary: Practices are in place to involve the staff in shared accountability for student learning. A sustained focus is needed to deepen the practice of these new structures.</p>	

A5. Leadership and Staff Criterion – Research and Professional Development

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

Support of Professional Development

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

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

Findings	Supporting Evidence
<p>To support identified student learning needs, teachers receive different types of professional development to strengthen their practices:</p> <ul style="list-style-type: none"> • 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. 	<p>TLCs</p> <p>ILT Input Training</p> <p>Faculty Wellness Agendas Faculty Wellness Powerpoints</p> <p>Think Tank Powerpoint</p>
<p>Summary: With the many needs of CMS students, there is a strong commitment to professional development at CMS.</p>	

Supervision and Evaluation

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

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

Findings	Supporting Evidence
<p>Administration supervises a weekly focus in two areas:</p> <ul style="list-style-type: none"> • <u>Pacing Guides</u> to support teachers in staying on pace with their teacher-created pacing guide. • <u>Routines and procedures</u> to support teachers with the implementation of their team-created <i>First Day Scripts</i> (based on the book read and professional development of Harry Wong’s <i>The First Days of School</i>) <p>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.</p>	<p>Central Weekly Sample</p> <p>Pacing Guides</p> <p>First Day Scripts</p> <p>Administration Responsibilities</p> <p>Educator Effectiveness System Manual</p>
<p>Summary: Schedules of routine visits are in place for the monitoring of curriculum and a portion of the instructional period. State guidelines are followed for the formal evaluation of teachers.</p>	

Measurable Effect of Professional Development

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

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

Findings	Supporting Evidence
<p>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.</p> <p>STAR data is collected three times a year, but the monitoring of the data and student progress is not done schoolwide.</p>	<p>ILT Guided Visit Checklist 2017-18</p> <p>ILT Guided Visit Data 120817</p>
<p>Summary: There is a strong commitment to professional development at CMS. However, systems to correlate quantitative student learning data with training must be pursued further.</p>	

A6. Resources Criterion

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

Allocation Decisions

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

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

Findings	Supporting Evidence
<p>Resource allocation is done by administrators to meet the school’s vision, mission, GLOs, academic standards, and the Academic Plan.</p> <ul style="list-style-type: none"> ● 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. <p>Generous community contributors (Rotary Club of Downtown Honolulu, Nu’uanu 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.</p>	<p>Financial Plan Fiscal Requirement Form</p>
<p>Summary: All resources are allocated to directly support the learning needs of students.</p>	

Allocation Involvement

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

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

Findings	Supporting Evidence
Resources are allocated in alignment with the goals and enabling activities of the Academic Plan which is created collaboratively with the faculty and staff.	2017-20 Academic Plan
<p>Summary: The Academic Plan created in collaboration with faculty and staff drives the allocation of resources at CMS. The impact of the allocation is determinant on the success of the Academic Plan.</p>	

Practices

A6.3. Indicator: Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.

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

Findings	Supporting Evidence
<p>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.</p> <p>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.</p>	<p>Financial Plan</p> <p>Office of Fiscal Services Resources</p>
<p>Summary: State guidelines are used to ensure procedures are in place to ensure the ethical use of state and federal money.</p>	

Facilities Conducive to Learning

A6.4. Indicator: The school’s facilities are adequate to support high-quality learning.

A6.4. Prompt: *To what extent do the facilities support high quality learning?*

Findings	Supporting Evidence
<p>An extensive commitment was made by the principal in SY 2015-16 to upgrade the classroom and building facilities to support higher quality learning:</p> <ul style="list-style-type: none"> ● Laptops were purchased for 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 chrome books 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. 	
<p>Summary: A commitment has been made by CMS to upgrade both the classroom and building facilities to support a safe environment conducive to student learning.</p>	

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
<p>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).</p> <p>Teachers are allocated \$200 per year from Weighted Student Formula for supplemental classroom supplies (a teacher supply room is maintained for basic supply requests).</p> <p>Curriculum is funded yearly by Title 1 allocations and expended based on department head counts.</p> <p>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.</p>	<p>Classroom Supply Request Classroom Supply Request Form</p>
<p>Summary: Procedures are in place for acquiring basic instructional materials and equipment. Larger requests are reliant on individual teacher requests to the Principal.</p>	

Qualified Personnel

A6.6. Indicator: Resources are available to hire and retain qualified staff for all programs.

A6.6. Prompt: *Determine if resources are available to hire and retain qualified staff for all programs.*

Findings	Supporting Evidence
<p>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.</p> <p>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.).</p> <p>In SY 2017-18, Title 1 was used to fund the at-risk counselor position.</p>	<p>Financial Plan Fiscal Requirement Form</p>
<p>Summary: The schools priority is the finding of personnel to directly support students in the classroom meet their learning goals.</p>	

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

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

- 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.
- The school has ensured data is used as the primary driving force in the creation of the Academic Plan.
- All school resources are allocated to funding to directly support identified student learning needs.
- Steering Committee members are assigned the responsibility of reporting on the progress of their assigned academic plan school strategy.
- State guidelines are used to ensure all staff are qualified for positions.
- Processes are in place to ensure the orientation of teachers and staff to their job responsibilities at the beginning of the school year.
- The school has committed to putting policies, procedures, and processes in writing and ensuring they are accessible to all school staff.
- With the many needs of CMS students, there is a strong commitment to professional development at CMS.
- Schedules of routine visits are in place for the monitoring of curriculum and a portion of the instructional period. State guidelines are followed for the formal evaluation of teachers.
- All resources are allocated to directly support the learning needs of students.
- The Academic Plan created in collaboration with faculty and staff drives the allocation of resources at CMS. The impact of the allocation is determinant on the success of the Academic Plan.
- State guidelines are used to ensure procedures are in place to ensure the ethical use of state and federal money.
- A commitment has been made by CMS to upgrade both the classroom and building facilities to support a safe environment conducive to student learning.
- The school's priority is finding personnel to directly support students in the classroom meet their learning goals.

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

- Systems are in place to ensure the active participation of classroom teachers, non-classroom teachers, and classified classroom staff in the development/refinement of school plans. Attention should be given to ensure all stakeholders are given opportunities to actively participate throughout these processes.
- CMS has practices in place to ensure students actively understand and are committed to the general learner outcomes of the school behavior system. The same level of commitment is needed 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.
- There is little evidence to support the school community understands the governing agency's role and how they can participate in the school's governance.
- Classroom personnel are actively involved in the school planning process. Non-classroom staff, students, parents, and other stakeholders have not been involved in the collaborative development processes the school utilizes.
- The Academic Plan is shared and discussed annually with the SCC, but there are no systems to monitor the Academic Plan with the SCC throughout the school year.
- The main structure of internal communication is the Steering Committee. Department heads make up the Steering Committee and are tasked with communicating all information and clarifying questions. This structure is personnel dependent and can restrict the participation and dialogue amongst all faculty members as a whole.
- Practices are in place to involving the staff in shared accountability for student learning. A sustained focus is needed to deepen the practice of these new structures.
- There is a strong commitment to professional development at CMS. However, systems to correlate quantitative student learning data with training must be pursued further.
- Procedures are in place for acquiring basic instructional materials and equipment. Larger requests are reliant on individual teacher requests to the Principal.

Category B:
Standards-based Student Learning:
Curriculum

Category B: Standards-based Student Learning: Curriculum

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

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan.

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
<p>All teachers are required to plan out their curriculum in a pacing guide that reflects the coverage of all standards in their subject area.</p>	<p>Pacing Guides</p>
<p>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.</p>	<p>Pacing Guides</p>
<p>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.</p>	<p>Pacing Guides</p>
<p>Elective teachers are not bound to state selected</p>	<p>Pacing Guides</p>

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! programs are ongoing to promote a deeper understanding of the curriculum. CMS has facilitated district, state, and publisher trainings to keep veteran teachers current with features of the program and to inservice new teachers onboarding the programs.

[GO Math!](#)
[Wonders](#)

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)

<p>Teachers also participate in math, EL, ELA and science workshops to strengthen their understanding of the standards and instructional practice.</p>	
<p>Summary: Teachers are provided opportunities to keep abreast of current research through their program curriculum. Elective teachers have shown great success in capitalizing on current trends in education through teacher developed curriculum.</p>	

Academic Standards for Each Area

B1.2. Indicator: The school consistently 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.

B1.2. Prompt: *Evaluate to what extent clearly articulated General Learning Outcomes and academic standards for each subject area, course, and/or program are consistently implemented within and across grade levels or departments that ensure the same high expectations for all students.*

Findings	Supporting Evidence
<p>All teachers of core subject areas use either state-selected or state standard aligned curriculum for their subject area.</p> <p>All teachers are required to create a curriculum pacing guide aligned to their respective standards for the school year. Administration does weekly walkthroughs with pacing guides to check alignment and support teachers with the pacing of their instruction.</p> <p>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.</p> <p>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.</p>	<p>Pacing Guides</p> <p>Pacing Guides</p> <p>Syllabi</p> <p>ILT Guided Visit Checklist for 4/17 and 12/17</p> <p>ILT Guided Visit Data 041117</p> <p>ILT Guided Visit Data 120817</p>
<p>Summary: Academic standards are clearly articulated for each subject area and course. Every teacher is required to turn in a curriculum map and syllabus for their classes. Furthermore, the learning target for the day is posted in all classrooms allowing students a clear understanding of the goal of instruction for the class period.</p>	

Congruence

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

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

Findings	Supporting Evidence
<p>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.</p> <p>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.</p> <p>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 <i>The First Days of School</i> and <i>The Classroom Management Book</i>) which outline the daily routines and procedures for students.</p>	<p>Pacing Guides ILT Guided Visit Checklist for 4/17 and 12/17 ILT Guided Visit Data 041117 ILT Guided Visit Data 120817</p> <p>Central Weekly Sample</p>
<p>Summary: To a large extent, CMS requires congruence from the state standards to the pacing guides to the actual concepts and skills being taught in the classroom. Teachers are expected to cover all standards in their subject area at their grade level.</p>	

Student Work — Classroom Learning Targets

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

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

Findings	Supporting Evidence
<p>Student work examination occurs in two settings at CMS, Teacher Learning Communities (TLCs) and Instructional Leadership Team (ILT).</p> <p>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.</p> <p>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 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.</p> <p>Engagement is also a component of the state’s SQS. There it is called Involvement, and CMS had the following positive scores from these groups:</p> <ul style="list-style-type: none"> ● Students 68% ● Parents 90% ● Teachers 78% 	<p>ILT Guided Visit Checklist for 4/17 and 12/17</p> <p>ILT Guided Visit Data 041117</p> <p>ILT Guided Visit Data 120817</p> <p>TLC Data Results 12/17 TLCs</p> <p>SQS Data 2017</p>
<p>Summary: With the implementation of ILT and TLCs, the practice of consistently looking at student work through departments and/or grade level teams to determine the implementation of the curriculum is developing at CMS.</p>	

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
<p>All students are enrolled in classes that are aligned to state or national standards. All teachers teach lessons that are rooted in standards-based instruction regardless of level.</p>	<p>Pacing Guides</p>
<p>To support the varying needs of our learners, TLC meetings are focused on the practice of having students engaged from the beginning of the class period with bellwork, until the end of the period with an exit slip.</p>	<p>TLC Data Results 12/17 TLCs</p>
<p>The ILT/Steering Team has presented four instructional practices to assist teachers in the Powerful Practice of identifying similarities and differences in their classrooms to support students in the Targeted Instructional Area of improving reading comprehension of informational text.</p>	<p>ILT Similarities and Differences Inservice</p>
<p>The EL program supports students who are not fully proficient in English and need language assistance through a sheltered language development ESOL period. The teacher and PTTs that aid students that are identified as EL are qualified through training and classes.</p>	<p>Master Schedule 2017-18 ESOL Training Engaging ELLs</p>
<p>An intervention elective period has been piloted this school year to support students who show grade level deficiencies in reading and math. Here, students are supported by the iReady program that identifies their weak skills and provides lessons, instructional cues, and assessments to boost skills and close grade level gaps.</p>	<p>Master Schedule 2017-18</p>
<p>The Special Education inclusion model allows students to experience a rigorous curriculum with their typical peers with the supports of a co-teaching model. There, the core teacher provides the curriculum and the SpEd teacher provides accommodations based on a student’s</p>	<p>Master Schedule 2017-18</p>

<p>IEP.</p> <p>Other classes such as GT English, Algebra, and AVID allow differentiation for students performing at or above grade level. Students in these classes typically have been recommended by teachers for participation in these classes.</p> <p>All students are enrolled in elective classes SEL, STEM, PE, CTE, and Drama. Elective classes provide a rigorous curriculum by requiring all students to meet their specific standards. The only students that are not in enrolled in the mainstream elective classes are the FSC (Fully Self-Contained) students. The FSC students have FSC music and art for their electives. Increased inclusion with their more typically developing peers is planned for SY 2018-19.</p>	<p>Master Schedule 2017-18</p> <p>Master Schedule 2017-18</p>
<p>Summary: All students are provided a rigorous, relevant, and coherent curriculum through course offerings. Instructional practices in classrooms vary amongst teachers.</p>	

Integration Among Disciplines

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

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

Findings	Supporting Evidence
<p>The level of integration between disciplines varies across grade levels.</p> <p>Grade 8 planned 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.</p> <p>Grade 7 planned an integrated field trip based on the 2018 Winter Olympics where students are learning about Olympic sports through all subject areas with an ice skating field trip as the culminating activity.</p> <p>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</p>	<p>8th Grade IDU</p> <p>7th Grade IDU</p> <p>Master Schedule 2017-18</p>

<p>teams, fewer student transitions, and increased opportunities for interdisciplinary and block scheduling activities.</p>	
<p>Summary: The integration of curriculum currently is inconsistent with pockets of experimentation.</p>	

Curricular Development, Evaluation, and Revisions

B1.7. Indicator: 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.

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

Findings	Supporting Evidence
<p>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.</p> <p>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 our rising 5th graders to middle school as they would already be familiar with the Wonders program.</p> <p>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.</p> <p>The curricula for elective courses are primarily selected from HCPS III or other standards.</p> <p>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 our Targeted Instructional Area. Teachers</p>	<p>Faculty Analysis of STAR Data</p>

<p>use the iReady assessment results to drive instruction in small group lessons to increase learning of the low strands in math and reading.</p>	
<p>Summary: CMS is effective in reviewing and evaluating the school’s curriculum to assure student learning needs are being met. More effort is needed by the school to effectively engage all stakeholders in these decisions.</p>	

Articulation and Follow-up Studies

B1.8. Indicator: The school articulates regularly with other schools within the complex and/or local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.8. Prompt: *Share examples of articulation with other schools within the complex and/or local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>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 our schools.</p> <p>Central Middle offers articulation to our feeder elementary schools during our Fifth Grade Visitation Program. Hosted by our grade 6 Vice Principal and members of student representatives, presently three of our feeder schools attend the spring activity for teachers and students.</p> <p>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.</p> <p>Feedback from graduates has, to this point, been informal as students come from the high schools to visit teachers and the campus.</p>	<p>McKinley Complex Day</p> <p>Fifth Grade Visitation</p>
<p>Summary: Articulation with schools in our complex should be expanded. Though there are annual events which have been in place for many years, updating these events to meet the current needs of our students could have a greater impact on supporting student achievement.</p>	

B2. Curriculum Criterion

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

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.

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

Findings	Supporting Evidence
<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Master Schedule 2017-18</p> <p>ASAS Initiatives</p> <p>AVID P-20 Career Day Field Trip</p> <p>AA Activities 2017-18 BOH Teach Children To Save</p>

<p>(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.</p>	
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Summary:

CMS is moving in the direction of allowing students to make their own choices to pursue college and career options. All of the present electives and the ASAS program provide support in career awareness and exploration of post-secondary or pre-technical training in some form for all students.

Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
<p>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 class is the appropriate course of study.</p> <p>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 with the selection of elective courses.</p> <p>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.</p> <p>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.</p> <p>Parents can also monitor progress of their child’s academics 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.</p>	<p>AVID Application GT Application</p> <p>Registration Information</p> <p>IEP Meeting Checklist</p> <p>Comprehensive Student Support System</p> <p>Parent Portal to Infinite Campus</p>

Summary:
 The school has made some efforts in creating opportunities for collaboration with parents and students in working on student personal learning plans, but there is inconsistent evidence that parents and students are actively involved with the decision-making process. A clear standard procedure for students to enter GT ELA classes, pre-algebra, or algebra is also needed to foster parent involvement and prevent confusion or misunderstandings.

Monitoring/Changing Student Plans

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

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

Findings	Supporting Evidence
<p>CMS utilizes processes to monitor and make appropriate changes to the personal learning plan of most students through:</p> <ul style="list-style-type: none"> ● 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. <p>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.</p> <p>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.</p>	<p>IEP Meeting Checklist Student Support Process</p> <p>Schedule Change Form</p> <p>Registration Information</p>
<p>Summary: The process for monitoring and making changes in a student’s learning plan is clear, but teachers could ensure increased transparency and equity within the selection of students for higher level classes like GT ELA, pre-algebra, algebra, AVID, band and orchestra classes.</p>	

Transitions

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

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transition to the student’s next educational level or post-high school options and regularly evaluates the effectiveness of the strategies and programs.*

Findings	Supporting Evidence
<p>In the spring, fifth graders from our 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.</p>	<p>Fifth Grade Visitation</p>
<p>During the summer, CMS partners with the Nu’uanu 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.</p>	<p>Power Scholars Overview Powerpoint Power Scholars Summer Program</p>
<p>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.</p>	<p>Sixth Grade First Day</p>
<p>8th grade teachers assist students in registering for high school.</p>	<p>High School Registration Information</p>
<p>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 our students. McKinley band annually performs a Christmas concert for the entire school. The orchestra also 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.</p>	

<p>McKinley High School offers a five-week summer bridge program for incoming 9th grade students to receive academic brush-up in Math and English, meet with high-school student peer-mentors, and participate in college campus visits. One of the other highlights of the program was “Career Week” where students had the opportunity to visit local businesses representing various industries. From engineering to healthcare to hospitality and culinary, students toured the businesses and learned about the various skills and education needed to be successful in these industries so they could begin making plans for their own future.</p> <p>A small percentage of our 8th grade students go on to Roosevelt High School (RHS). RHS offers an Incoming Freshmen Registration Assembly with parents which many of our students attend. There they have the opportunity to meet the staff and learn about their programs and elective classes.</p>	<p>Summer Bridge McKinley High</p> <p>Roosevelt Freshman Assembly</p>
<p>Summary: CMS does have programs in place to facilitate student transitions, but there are no systems in place to regularly evaluate the effectiveness of the strategies.</p>	

B3. Curriculum Criterion – Meeting All Curricular Requirements

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

Real World Applications — Curriculum

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

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

Findings	Supporting Evidence
<p>Real world application of students’ educational interests are demonstrated through:</p> <ol style="list-style-type: none"> 1. elective course offerings 2. grade level team field trips 3. student extension opportunities <p>CMS Elective classes offer performance-based opportunities for real world application:</p> <ul style="list-style-type: none"> ● 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. <p>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</p>	<p>CTE CO2 Car Handout CTE Bridge Handout Technology Website Coding Website</p> <p>7th Grade Aquarium Field Trip</p>

<p>sessions have been placed after mid-quarter grade checks have been sent out and before the quarter end grades are posted.</p> <p>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.</p>	
<p>Summary: Although tiered support systems have begun to be put in place, 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.</p>	

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

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.
- The practice of consistently looking at student work through departments and/or grade level teams to determine the implementation of the curriculum is developing at CMS.
- 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.

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

- Instructional practices in classrooms vary amongst teachers..
- The integration of curriculum currently is inconsistent with pockets of experimentation.
- More effort is needed by the school to effectively engage all stakeholders in the review and evaluation of the curriculum.
- Articulation with schools in our complex needs to be expanded.
- Students need to be given more autonomy regarding their educational choices.
- Parents and students need more of a voice in determining a student's personal education plan.
- Creation of a standard of procedure for students to enter higher level classes is needed.
- Create a process to monitor the success of transition programs within the school.
- Strengthening elective course curriculum and field trip opportunities will 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.

Category C:
Standards-based Student Learning:
Instruction

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion – Student Access to Learning

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the General Learner Outcomes.

Differentiation of Instruction

C1.1. Indicator: 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.

C1.1. Prompt: *How effectively do instructional staff members differentiate instruction to ensure that all students achieve academic standards and General Learner Outcomes?*

Category C: Standards-based Student Learning: Instruction

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C1.1. Prompt: *How effectively do instructional staff members differentiate instruction to ensure that all students achieve academic standards and General Learner Outcomes?*

Findings	Supporting Evidence
<p>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.</p> <p>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.</p>	<p>Strive HI Data 2017</p>

<p>To gather classroom data, teachers were given a CMS <i>Survey on Instruction</i> 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.</p> <p>Teachers also use their pacing guides to denote the CCSS benchmark they are addressing and the Response to Intervention (RTI) strategies they will use in class if students need interventions. Having these tools available in the pacing guides allows teachers to intentionally plan differentiation and adjust instruction throughout the year.</p> <p>For students that need a more challenging curriculum, CMS offers Gifted and Talented level courses in language arts for grade 7 and 8 and math for grade 7 pre-algebra and grade 8 algebra.</p> <p>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.</p>	<p>Instruction Focus Group Teacher Survey</p> <p>Pacing Guides</p> <p>Master Schedule 2017-18</p> <p>Master Schedule 2017-18</p>
<p>Summary: The continuing gap between high needs and non-high needs students underscores the need for continued attention to the differentiation of instruction at CMS.</p>	

Student Understanding of Performance Levels

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

C1.2. Prompt: *Comment on the extent to which students are expected to learn and know where they are in meeting the learning targets, and what they need to do to meet the learning targets.*

Findings	Supporting Evidence
<p>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</p>	<p>ILT Guided Visit Results 2016-17 SY</p>

<p>showed evidence that teachers were displaying the learning targets and students were aware of the targets for the day.</p> <p>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.</p> <p>When teachers took the CMS <i>Survey on Instruction</i>, 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.</p>	<p>TLC Data Results 12/17</p> <p>CMS Survey on Instruction</p>
<p>Summary: CMS is making systematic changes through the ILT and TLC process to aid teachers in making instructional changes in their classrooms. Improvements are still needed to ensure teacher professional development is transferring to student learning.</p>	

Students’ Feedback

C1.3. Indicator: The school takes into account students’ feedback in order to adjust instruction and learning experiences.

C1.3. Prompt: *Provide examples of the school using student feedback to adjust instruction.*

Findings	Supporting Evidence
<p>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.</p> <p>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 <i>Survey on Instruction</i>. Class discussion, formative assessments, and informal hand gestures (ex. Thumbs Up/ Thumbs Down) marked highest for feedback methods used by the teachers.</p> <p>CMS also uses the two universal screeners, STAR and</p>	<p>TLCs</p> <p>CMS Survey on Instruction</p> <p>Faculty Meeting re: STAR</p>

<p>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.</p>	<p>Data STAR Data STAR Inservice</p>
<p>Summary: CMS has initiated practices (ex. TLC's and ILT) to increase the feedback loop between student and teacher on instruction and learning experiences. However, more time needs to be dedicated to analyzing student data to allow teachers to appropriately adjust instruction to meet the needs of our students.</p>	

C2. Instruction Criterion – Rigorous and Relevant Instruction

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.

Current Knowledge

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

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

Findings	Supporting Evidence
<p>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.</p> <p>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.</p>	<p>Professional Learning Cycle 201718 ILT Input Training Marzano's High-yield Strategies</p> <p>TLCs</p> <p>AMLE</p>

<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> ● Schools of the Future (Honolulu, HI) ● AMLE National Conference (Philadelphia, PA) ● Institute for Restorative Practices (Lehigh, PA) <p>A small cadre of teachers have also started work on a two year cohort with consultant Stetson and Associates to develop inclusionary practices at CMS.</p> <p>In relation to the effective use of multimedia and technology, according to the <i>CMS Survey on Instruction</i>, 17% of teachers state they use technology as a driving force in their instruction and 77% indicate they are using multimedia and technology to support their instruction through classroom mobile carts, google docs, and other forms of technology.</p>	<p>Conference Training Sharing</p> <p>CMS Survey on Instruction</p>
<p>Summary: All teachers are staying abreast of current research through teacher sharing and school led inservices. Most teachers are using technology to enhance their lessons and integrating technology to make learning more progressive and engaging for students.</p>	

Student Engagement

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

C2.2. Prompt: *Evaluate the extent to which students are intellectually engaged. Provide examples.*

Findings	Supporting Evidence
<p>Teachers are using a variety of activities besides the typical 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.</p> <p>According to the SQS survey, students and parents indicated that the school is intellectually engaging.</p> <ul style="list-style-type: none"> ● Students - 68% ● Parents - 90% <p>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.</p> <p>When teachers were asked to report how many students in their classes they thought were intellectually engaged, via the <i>CMS Survey on Instruction</i>, 44% of the teachers felt that 75-100% of their class was engaged.</p>	<p>Student work samples can be accessed in classroom evidence folders</p> <p>SQS Data 2017</p> <p>CMS Survey on Instruction</p>
<p>Summary: Limited data sources indicate students at CMS feel intellectually engaged.</p>	

Teachers as Facilitators of Learning

C2.3. Indicator: Teachers are facilitators in a student-centered classroom.

C2.3. Prompt: *Evaluate and comment on the extent to which teachers are facilitators in a student-centered classroom. Provide examples.*

Findings	Supporting Evidence
<p>Teachers self-reported that they use cooperative learning and student discussions to facilitate student-centered classrooms. Some examples include: self-directed investigations to generate their own questions to direct their own learning and student-led learning communities.</p>	<p>CMS Survey on Instruction</p>
<p>Summary: Teachers state they understand a student-centered classroom would be the optimal environment for learning, but practice and more professional development are needed to give teachers a bank of activities and important skills needed to be successful in managing this type of classroom.</p>	

Variety of Strategies

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

C2.4. Prompt: *Evaluate and comment on the extent to which teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.*

Findings	Supporting Evidence
<p>On the CMS <i>Survey on Instruction</i>, 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.</p> <p>Through the ILT process, all teachers are incorporating the powerful instructional practice of identifying similarities and differences to target reading comprehension of informational texts.</p> <p>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.</p>	<p>CMS Survey on Instruction</p> <p>ILT Guided Visit Data 120817</p> <p>TLC Data Results 12/17</p>
<p>Summary: Teachers are learning and implementing a variety of strategies for students to access and apply knowledge through the ILT and TLC processes.</p>	

Application of Learning Strategies

C2.5. Indicator: Teachers use a variety of strategies to support students’ acquisition and application of knowledge to communicate understanding.

C2.5. Prompt: *Evaluate and comment on the extent to which teachers use a variety of strategies to support students’ acquisition and application of knowledge to communicate understanding.*

Findings	Supporting Evidence
(Note: C2.5. is a duplicate of C2.4., therefore, please respond only to C2.4.)	

C2.6. Indicator: Student work demonstrates the utilization of tools and resources (e.g., technology, on-line resources, etc.) to research, discover, and build knowledge about the world.

C2.6. Prompt: *Evaluate and comment on the extent to which student work demonstrates the utilization of tools and resources to research, discover, and build knowledge about the world.*

Findings	Supporting Evidence
<p>According to the CMS <i>Survey on Instruction</i>, teachers report they encourage students to use many different venues to learn about the world around them.</p> <p>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.</p>	<p>CMS Survey on Instruction</p> <p>Student work samples can be accessed in classroom evidence folders</p>
<p>Summary: Teachers frequently use technology to assist in student learning.</p>	

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

C2.7. Prompt: *Evaluate and comment on the extent to which teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.*

Findings	Supporting Evidence
Teachers report using several different formats to demonstrate thinking on the CMS <i>Survey on Instruction</i> . 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.	CMS Survey on Instruction
Summary: Some teachers offer opportunities for students to demonstrate thinking skills in different forms.	

Real World Experiences

C2.8. Indicator: 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.

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

Findings	Supporting Evidence
When surveyed on the CMS <i>Survey on Instruction</i> , many teachers stated students do not have many opportunities for real world experiences.	CMS Survey on Instruction
Most opportunities for real world experiences come within the following: <ul style="list-style-type: none"> ● 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 our community partner, Rotary Club of Downtown Honolulu.	Interact Club
After-School All Stars has arranged for multiple field trips	ASAS Newsletter

<p>within the community to businesses and government agencies,</p> <p>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.</p> <p>CMS has a number of dedicated community partners (Nu'uanu YMCA, Bank of Hawaii, Rotary Club of Downtown Honolulu, and many neighboring churches) who participate with our students in ongoing community events including campus beautifications, mural paintings, student mentoring and financial literacy classes.</p>	<p>7th Grade Aquarium Field Trip</p> <p>Campus Beautification Flyer Campus Beautification Sign in Mural Painting Student Mentoring BOH Teach Children To Save</p>
<p>Summary: CMS has pockets of opportunities for students to learn outside the classroom. More focus needs to be put into efforts to ensure these opportunities are reaching all students.</p>	

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

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

- CMS is making systematic changes through the ILT and TLC process to aid teachers in making instructional changes in their classrooms, increasing the instructional feedback loop between student and teacher, and deepening student learning experiences.
- All teachers are staying abreast of current research through teacher sharing and school led in services.
- Most teachers are using technology to enhance their lessons and integrating technology to make learning more progressive and engaging for students.

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

- The continuing gap between high needs and non-high needs students underscores the need for continued attention on the differentiation of instruction at CMS.
- Improvements are needed to ensure teacher professional development is transferring to student learning.
- Teachers need more opportunities to analyze student information to adjust instruction.
- There is limited data which would indicate students at CMS feel intellectually engaged.
- CMS could increase the opportunities for students to provide authentic feedback on instruction and learning experiences.
- Teachers need additional assistance in creating a more student-centered classroom.
- CMS does not offer many opportunities for students to learn outside the classroom.

Category D:
Standards-based Student Learning:
Assessment and Accountability

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Assessment and Accountability Criterion – Reporting and Accountability Processes

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the Academic Plan.

Professionally Acceptable Assessment Process

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

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

Findings	Supporting Evidence
<p>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.</p> <p>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 currently review summary reports.</p> <p>SBAC summary data is shared with the School Community Council.</p> <p>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.</p> <p>Universal Screener STAR assessment is taken three times a year to ascertain students’ current grade</p>	<p>SSIR 2017 Trend Report 2017 Strive HI Data 2017</p>

<p>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.</p> <p>iReady is an alternate universal screener which is currently 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.</p> <p>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.</p>	<p>iReady Data iReady 7A Assessment of iReady</p>
<p>Summary: The process for collecting data is adequate for all summative and formative tests taken by CMS students, however, systems for disaggregating, analyzing and reporting data to students, parents, and staff can be improved.</p>	

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

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

Findings	Supporting Evidence
<p>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.</p>	<p>Pacing Guides</p>
<p>Alongside provided curriculum assessments, teacher generated formative assessments are used to determine a student’s growth towards meeting the performance standard.</p>	<p>Pacing Guides</p>
<p>STAR, iReady, and WIDA are norm-referenced</p>	<p>STAR Data</p>

<p>assessments are used to determine a student’s level and placement.</p> <p>The faculty discussed and agreed on implementing a “no zero” grading policy schoolwide for SY 2017-18, which means an F starts at 50% and not 0%. It was also determined that homework would not exceed 10% of a student’s overall grade to ensure homework did not become a main determinant of a student’s grade.</p>	<p>WIDA Scores Share Faculty Agenda (due to student confidentiality, the actual score sheet cannot be shared)</p> <p>Grading Faculty Discussion</p>
<p>Summary: Teachers need time to discuss grading policies and share assessments with their departments and teams. The school needs to look at the data from the various tests taken by students to develop a more well-rounded picture of a student’s abilities.</p>	

Modifications Based on Assessment Results

D1.3. Indicator: 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.

D1.3. Prompt: *Comment on the overall effectiveness of how assessment results have prompted modifications in the school’s programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.*

Findings	Supporting Evidence
<p>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 of trainings, professional readings, peer observations, examination of student work and a culminating schoolwide walkthrough to assess implementation.</p> <p>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</p>	<p>Professional Learning Cycle 201718</p> <p>2017-20 Academic Plan</p>

<p>implementation.</p> <p>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.</p>	<p>Master Schedule SY 2016-17</p>
<p>Summary: New school practices (ILT) have engaged the entire faculty on using data to drive instruction. A sustained focus on these systems is needed to deepen teachers' practice.</p>	

Monitoring of Student Growth

D1.4. Indicator: 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.

D1.4. Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and General Learner Outcomes.*

Findings	Supporting Evidence
<p>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.</p> <p>Counselors and Administrators are trained on the use of the Longitudinal Data System (LDS) to actively monitor student academic and behavioral performance.</p> <p>A commitment has been made by the school to the 16 characteristics of the Association for Middle Level Educators (AMLE) <i>This We Believe</i>. 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.</p>	<p>Student Monitoring Procedures</p> <p>Master Schedule SY 2017-18</p>
<p>Summary: The school needs to continue to develop a more comprehensive system to guide teachers through systematic monitoring of student’s progress.</p>	

D2. Assessment and Accountability Criterion – Classroom Assessment Strategies

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

Appropriate Assessment Strategies

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

D2.1. Prompt: *Evaluate the appropriateness of formative assessment strategies used by teachers to measure student progress and modify instructional practices.*

Findings	Supporting Evidence
<p>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.</p> <p>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.</p>	<p>TLCs</p> <p>Pacing Guides Student assessment samples can be accessed in classroom evidence folders</p>
<p>Summary: New school practices (TLCs) to embed daily formative assessments into the instructional cycle have engaged the entire faculty on using data to drive instruction. A sustained focus on these systems is needed to deepen teachers practice.</p>	

Using Assessment Data

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

D2.2. Prompt: *Evaluate the effectiveness of modified instructional practices based on assessment data.*

Findings	Supporting Evidence
<p>The use of STAR data to drive the ILT process has resulted in CMSs first Tier 1 instructional practice in SY 2017-18.</p> <p>The pilot of iReady in team 7A has allowed for remedial blended learning opportunities with the intervention class.</p> <p>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.</p>	
<p>Summary: New school practices (ILT and TLCs) to use forms of assessment data to modify instructional practices have engaged the entire faculty on using data to drive instruction. A sustained focus on these systems is needed to deepen teachers practice.</p>	

Demonstration of Student Achievement

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

D2.3. Prompt: *Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.*

Findings	Supporting Evidence
<p>Teachers present a variety of assessments for students to exhibit their learning of the CCSS.</p> <p>Many of the curricula in place (ex. SpringBoard, IQWST, GOMath!) have embedded rubrics for formative, performance, and summative assessments.</p> <p>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.</p>	<p>Pacing Guides</p> <p>Pacing Guides</p> <p>Pacing Guides</p>

<p>Social studies classes use project-based assessments to demonstrate learning.</p> <p>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.</p>	<p>Pacing Guides</p> <p>Student assessment samples can be accessed in classroom evidence folders</p>
<p>Summary: Teachers are using a wide variety of assessments to allow students to demonstrate their learning.</p>	

Teacher Feedback to Students

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

D2.4. Prompt: *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and General Learner Outcomes?*

Findings	Supporting Evidence
<p>Teachers post and reference the learning target and purpose of the daily lesson on their front board.</p> <p>Formal feedback is delivered through mid-quarter and quarterly grades.</p> <p>Students and parents have access to monitor progress through Infinite Campus parent and student portal.</p>	<p>ILT Input Training PPT</p> <p>Report Card Timeline SY 2017-18</p> <p>Parent Portal Letter Student Portal Directions</p>
<p>Summary: Teacher feedback is becoming more frequent through ILT and TLC professional development. Training to further develop teacher feedback practices is still needed.</p>	

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

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.

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.
- Teachers need time to discuss grading policies and share assessments with their departments and teams.
- The school needs to look at the data from the various tests taken by students to develop a better-rounded picture of a student's abilities.
- A sustained commitment to new school practices (ex. ILT, TLC) is needed to strengthen teachers' practice.
- The school needs to continue in their development of a comprehensive system to guide teachers through systematic monitoring of student's progress.

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

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

E1. Parent and Community Engagement Criterion

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

Parent Engagement

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

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

Findings	Supporting Evidence
<p>At CMS the School Community Council (SSC) includes parent and community members.</p> <p>The school targets to offer a parent event each quarter:</p> <ul style="list-style-type: none"> ● 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 <p>EL parent meetings are offered throughout the school year.</p>	<p>School Community Council</p> <p>Open House (Ohana Night)</p> <p>Parent Teacher Conference</p> <p>ELL/Title I/Band Performance Flyer</p>
<p>Summary: CMS continues to look for more effective ways to engage parents. Attendance numbers at student performance events have been increasing allowing the school to use these events to share school progress and other information. CMS needs to identify routine ways to get parents to be part of the decision making process.</p>	

Community Resources

E1.2. Indicator: The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

E1.2. Prompt: *Evaluate the effectiveness of the school’s use of community resources to support students.*

Findings	Supporting Evidence
<p>CMS enjoys the ongoing support of many community organizations:</p> <p>The Nu’uanu YMCA partners with CMS to host the summer Power Scholars Academy Summer Program through a YMCA grant.</p> <p>Bank of Hawaii brings over 50 employees twice a year to teach CMS advisory classes on financial literacy.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Hawaii Theater has graciously hosted the Punchbowl Festival since 2006 where Central Middle School, Kawanakoa Middle School, and Stevenson Middle School come together to allow their Beginner, Concert, and Honor bands to perform for their family and friends.</p>	<p>Power Scholars Summer Program</p> <p>BOH Teach Children To Save</p> <p>Campus Beautification Flyer Campus Beautification Sign in</p> <p>ASAS Newsletter</p>
<p>Summary: Community stakeholders have been very consistent and supportive in school needs and decisions.</p>	

Parent/Community and Student Achievement

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

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

Findings	Supporting Evidence
<p>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.</p> <p>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.</p> <p>Students are given a syllabus for each of their classes to ensure that all parties are aware of curriculum, procedures, and grading.</p> <p>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.</p> <p>Parent Teacher Conferences in the fall allow parents to receive information regarding how their child is progressing after the first quarter.</p> <p>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.</p> <p>100% of CMS students receive a mid-quarter progress report regardless of their pass or fail status.</p> <p>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</p>	<p>School Community Council</p> <p>Syllabi</p> <p>Open House (Ohana Night) Open House Passport</p> <p>Parent Teacher Conference</p> <p>Parent Portal to Infinite Campus</p> <p>Student Academic Support Progress Report Sample</p> <p>Planner Procedures</p>

<p>communicate regarding assignments and student behaviors.</p> <p>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.</p>	<p>School Connect</p>
<p>Summary: Methods of communication with parents are typically one-way. Parents could be more involved in the school's efforts towards achievement of the academic standards. CMS needs to identify ways for the community to be more involved with school initiatives.</p>	

E2. School Culture Criterion

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

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
<p>The spring 2017 School Quality Survey reported that 74% of student and 75% of teachers feel safe on the campus.</p> <p>Existing policies, regulations and procedures; and use of resources to ensure a safe, clean, and orderly environment that nurtures learning</p> <p>The current policies, regulations, and procedures that ensure a safe, clean, and orderly environment can be found in the Google Documents.</p> <p>Each quarter CMS practices emergency fire drill with one quarter's drill to practice lock down, shelter-in-place, and mass evacuation.</p> <p>Two full time security aides are employed by CMS to ensure a safe environment.</p> <p>Each year, CMS has a walkthrough by the Honolulu Fire</p>	<p>SQS Data 2017</p> <p>All Standards of Procedures</p> <p>Emergency Drills</p> <p>Fire Inspection Checklist</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>CMS struggles with aging facilities and the effects of an open campus in an urban environment.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>AA activities aligned to the five core values are delivered every Wednesday to support positive relationship building.</p>	<p>Fire Extinguisher Inspection</p> <p>First Day Scripts</p> <p>Hero Informational Sheet</p> <p>Cyberethics</p> <p>Technology Responsible Use Form Student Publication Release Form Documentation of Parental Permission</p> <p>SEL Pacing Guide</p> <p>AA Activities 2017-18</p>
<p>Summary: CMS has policies and regulations to create a safe, clean, and orderly environment but struggles with aging facilities and the effects of an urban community.</p>	

Discipline and Behavior Management System

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

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

Findings	Supporting Evidence
<p>Behavioral expectations and Chapter 19 guidelines for discipline are part of the informational pages of the student planner.</p> <p>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.</p> <p>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.</p> <p>6th grade students receive additional lessons in their SEL class to teach them acceptable social behaviors.</p> <p>First day scripts (based on the teachings of Harry Wong <i>The First Days of School</i>) are created and shared by all teams at the beginning of the year to provide proactive routines and procedures for students.</p>	<p>Student Planner Documents</p> <p>Attendance Standards of Procedures Attendance Letter 1 Attendance Letter 2 Attendance Letter 3</p> <p>AA Activities 2017-18 Bulldog Matrix Daily Bulletin</p> <p>SEL Pacing Guide</p> <p>First Day Scripts</p>
<p>Summary: Discipline and behavior expectations such as Chapter 19 and CHECK Yourself/Bulldog Matrix need to be shared more intentionally with parents and students at the beginning of the year. Behavior expectations need to be regularly presented or referred to by all adults on campus throughout the school year.</p>	

High Expectations for Students

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

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

Findings	Supporting Evidence
<p>The following advanced classes are available for students:</p> <ul style="list-style-type: none"> ● Grade 7 and grade 8 English ● Grade 7 pre-algebra ● Grade 8 algebra <p>CMS band program offers students a beginning and advanced band option.</p> <p>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.</p> <p>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.</p>	<p>Master Schedule 2017-18</p> <p>Master Schedule 2017-18</p> <p>Master Schedule 2017-18 denoted as (i) on the master schedule</p> <p>Part-Time Teacher Schedule</p>
<p>Summary: CMS honors individual differences to challenge students who excel and assist students in a challenging environment who need more individualized support. Attention to the best way to allocate personnel support for EL students in the mainstream classes is needed.</p>	

Culture of Trust, Respect, and Professionalism

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

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

Findings	Supporting Evidence
<p>According to the SQS data, most of the faculty rated their safety, well-being and overall satisfaction positively.</p> <p>A culture of trust, respect, and professionalism are demonstrated at CMS by:</p> <ul style="list-style-type: none"> ● 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 our 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. 	<p>SQS Data 2017</p>
<p>Summary: The faculty and staff at CMS strive to be a cohesive group to allow for a pleasant working and learning environment to better service our students.</p>	

3. Student Support Criterion – Personalization

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

Adequate Personalized Support

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

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

Findings	Supporting Evidence
<p>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.”</p> <p>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.”</p> <p>Students learn how to make smart choices for their changing bodies through the health curriculum.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>SQS Data 2017</p> <p>Hawaii Keiki Nurse</p> <p>Health/PE Pacing Guide</p> <p>CTE Pacing Guide</p> <p>AVID Pacing Guide AVID P-20 Career Day Field Trip</p> <p>AA Activities 2017-18</p> <p>Bell Schedule This We Believe 16 Characteristics</p>

<p>advocate, one of the 16 characteristics of the Association for Middle Level Educators (AMLE) <i>This We Believe</i> “Keys to Educating Young Adolescents”.</p> <p>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.”</p> <p>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.</p> <p>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.</p>	<p>SQS Data 2017</p> <p>Student Request for Counseling</p>
<p>Summary: Though general programs are in place to support students reactively, a more comprehensive tiered academic and behavioral intervention system would ensure all students proactively receive early identification to support student learning.</p>	

Direct Connections

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

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

Findings	Supporting Evidence
<p>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).</p>	<p>Fiscal Requirement Form Part-time Teacher Schedule</p>

<p>Psychological and Health Services A BHS has been allocated by the district to be housed at CMS to serve identified students.</p> <p>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.</p>	
<p>Summary: CMS has allocated the resources needed to address learning needs. However, a comprehensive tiered academic and behavioral intervention system is needed to ensure all students are identified and entered into a system of proactive supports.</p>	

Strategies Used for Student Growth/Development

E3.3. Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum 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).

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

Findings	Supporting Evidence
<p>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.</p> <p>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</p>	<p>Master Schedule 2017-18 Exited ELs Monitoring Form</p> <p>Master Schedule 2017-18</p>

<p>SpEd teacher providing the accommodations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Stetson Action Plan</p> <p>APEX SOP Information</p> <p>iReady Data</p>
<p>Summary: CMS has developed programs to target students needing personalized and alternative programs, but a system of evaluation is needed to monitor effectiveness.</p>	

E4. Student Support Criterion – Accessibility

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

Equal Access to Curriculum and Support

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

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

Findings	Supporting Evidence
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Master Schedule 2017-18</p> <p>AVID ISS Data AVID Application</p> <p>APEX SOP Information</p>
<p>Summary: CMS has created a system to allow all students to access the curriculum, however, advanced class offerings are not accessible to all students. Programs are in place for students to receive credits with a non-traditional school day. CMS has no systems in place to regularly examine the demographics and distribution of students in classes.</p>	

Curricular/Co-Curricular Activities

E4.2. Indicator: 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.

E4.2. Prompt: *Comment on the relationship between curricular/co-curricular activities and the academic standards and General Learner Outcomes for students who require access to a system of personalized supports.*

Findings	Supporting Evidence
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The 8th grade AVID class is offered to students who are underrepresented in college by teaching them the skills and behaviors for academic success.</p> <p>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.</p>	<p>Pacing Guides</p> <p>Field Trip Forms</p> <p>ELL/Title I/Band Performance Flyer</p> <p>AVID ISS Data</p> <p>ASAS Enrichment Activities Afterschool Bell Services</p>
<p>Summary: Classroom teachers link curricular and co-curricular activities to academic standards and the school’s CHECK Yourself behavioral expectations. All mainstreamed students have access to these standards.</p>	

Meeting Student Needs Through Curricular/Co-Curricular Activities

E4.3. Indicator: 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.

E4.3. Prompt: *Evaluate the school 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.*

Findings	Supporting Evidence
<p>In January 2018, CMS initiated a program review of the master schedule to begin a process of evaluating how we address our students' 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:</p> <ul style="list-style-type: none"> ● Alignment with the vision and mission ● Socially equitable ● Developmentally responsive ● Academically challenging ● Student voice ● Evaluations 	<p>Master Schedule Program Review</p>
<p>Summary: CMS needs to continue evaluating curricular and co-curricular activities to assure they are meeting the needs of students.</p>	

Student Perceptions

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

E4.4. Prompt: *Comment on the student perspective about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)*

Findings	Supporting Evidence
<p>Currently SQS data is the only formal student perception data available. When asked the following questions, students responded as shown:</p> <ul style="list-style-type: none"> ● 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. 	<p>SQS Data 2017</p>
<p>Summary: Systems to regularly assess student voice from a broad and diverse array of the school population is needed.</p>	

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

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

- Attendance numbers at student performance events have been increasing allowing the school to use these events to share school progress and other information.
- Community stakeholders have been consistent and supportive in school needs and decisions.
- Policies and regulations are created 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 our students.
- A Hawaii Keiki Nurse Practitioner is housed on campus to support the comprehensive health needs of students.
- Advisory structure is set up within the bell schedule to support the social, emotional, and academic needs of students.
- All EL and non-fully self-contained SpEd students are mainstreamed for core and elective classes.
- Programs are in place for students to receive credits with a non-traditional school day.
- Classroom teachers link curricular and co-curricular activities to academic standards and the school's CHECK Yourself behavioral expectations. All mainstreamed students have access to these standards.

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

- CMS needs to identify routine ways for parents to be part of the decision making process to support student achievement.
- Methods of communication with parents are typically one-way.
- CMS struggles with aging facilities and the effects of an open campus in an urban environment.
- Discipline and behavior expectations such as Chapter 19 and CHECK Yourself/Bulldog Matrix need to be shared more intentionally with parents and students at the beginning of the year and referred to regularly by all adults on campus.
- Identifying ways to allocate personnel support for EL students in the mainstream classes is needed.
- A comprehensive tiered academic and behavioral intervention system is needed to ensure all students are identified and entered into a system of proactive supports.
- A system of evaluation is needed to monitor the effectiveness of personalized and alternative programs.
- Advanced class offerings are not accessible to all students.
- Student demographics and distribution of students in classes need to be regularly examined.
- Systems to regularly assess student voice from a broad and diverse array of the school population is needed.

Chapter V:

Revision of the Academic Plan

Chapter V: Academic Plan

Strengths

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

- 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.
- The school has ensured data is used as the primary driving force in the creation of the Academic Plan.
- All school resources are allocated to funding to directly support identified student learning needs.
- Steering Committee members are assigned the responsibility of reporting on the progress of their assigned academic plan school strategy.
- State guidelines are used to ensure all staff are qualified for positions.
- Processes are in place to ensure the orientation of teachers and staff to their job responsibilities at the beginning of the school year.
- The school has committed to putting policies, procedures, and processes in writing and ensuring they are accessible to all school staff.
- With the many needs of CMS students, there is a strong commitment to professional development at CMS.
- Schedules of routine visits are in place for the monitoring of curriculum and a portion of the instructional period. State guidelines are followed for the formal evaluation of teachers.
- All resources are allocated to directly support the learning needs of students.
- The Academic Plan created in collaboration with faculty and staff drives the allocation of resources at CMS. The impact of the allocation is determinant on the success of the Academic Plan.
- State guidelines are used to ensure procedures are in place to ensure the ethical use of state and federal money.
- A commitment has been made by CMS to upgrade both the classroom and building facilities to support a safe environment conducive to student learning.
- The school's priority is finding personnel to directly support students in the classroom meet their learning goals.

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.
- The practice of consistently looking at student work through departments and/or grade level teams to determine the implementation of the curriculum is developing at CMS.
- 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.

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

- CMS is making systematic changes through the ILT and TLC process to aid teachers in making instructional changes in their classrooms, increasing the instructional feedback loop between student and teacher, and deepening student learning experiences.
- All teachers are staying abreast of current research through teacher sharing and school led inservices.
- Most teachers are using technology to enhance their lessons and integrating technology to make learning more progressive and engaging for students.

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.

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

- Attendance numbers at student performance events have been increasing allowing the school to use these events to share school progress and other information.
- Community stakeholders have been consistent and supportive in school needs and decisions.
- Policies and regulations are created 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 our students.
- A Hawaii Keiki Nurse Practitioner is housed on campus to support the comprehensive health needs of students.
- Advisory structure is set up within the bell schedule to support the social, emotional, and academic needs of students.
- All EL and non-fully self-contained SpEd students are mainstreamed for core and elective classes.
- Programs are in place for students to receive credits with a non-traditional school day.
- Classroom teachers link curricular and co-curricular activities to academic standards and the school's CHECK Yourself behavioral expectations. All mainstreamed students have access to these standards.

Growth Needs

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

- Systems are in place to ensure the active participation of classroom teachers, non-classroom teachers, and classified classroom staff in the development/refinement of school plans. Attention should be given to ensure all stakeholders are given opportunities to actively participate throughout these processes.
- CMS has practices in place to ensure students actively understand and are committed to the general learner outcomes of the school behavior system. The same level of commitment is needed 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.
- There is little evidence to support the school community understands the governing agency's role and how they can participate in the school's governance.
- Classroom personnel are actively involved in the school planning process. Non-classroom staff, students, parents, and other stakeholders have not been involved in the collaborative development processes the school utilizes.
- The Academic Plan is shared and discussed annually with the SCC, but there are no systems to monitor the Academic Plan with the SCC throughout the school year.
- The main structure of internal communication is the Steering Committee. Department heads make up the Steering Committee and are tasked with communicating all information and clarifying questions. This structure is personnel dependent and can restrict the participation and dialogue amongst all faculty members as a whole.
- Practices are in place to involving the staff in shared accountability for student learning. A sustained focus is needed to deepen the practice of these new structures.
- There is a strong commitment to professional development at CMS. However, systems to correlate quantitative student learning data with training must be pursued further.
- Procedures are in place for acquiring basic instructional materials and equipment. Larger requests are reliant on individual teacher requests to the Principal.

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

- Instructional practices in classrooms vary amongst teachers.
- The integration of curriculum currently is inconsistent with pockets of experimentation.
- More effort is needed by the school to effectively engage all stakeholders in the review and evaluation of the curriculum.
- Articulation with schools in our complex needs to be expanded.
- Students need to be given more autonomy regarding their educational choices.
- Parents and students need more of a voice in determining a student's personal education plan.
- Creation of a standard of procedure for students to enter higher level classes is needed.
- Create a process to monitor the success of transition programs within the school.
- Strengthening elective course curriculum and field trip opportunities will 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.

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

- The continuing gap between high needs and non-high needs students underscores the need for continued attention on the differentiation of instruction at CMS.
- Improvements are needed to ensure teacher professional development is transferring to student learning.
- Teachers need more opportunities to analyze student information to adjust instruction.
- There is limited data which would indicate students at CMS feel intellectually engaged.
- CMS could increase the opportunities for students to provide authentic feedback on instruction and learning experiences.
- Teachers need additional assistance in creating a more student-centered classroom.
- CMS does not offer many opportunities for students to learn outside the classroom.

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.
- Teachers need time to discuss grading policies and share assessments with their departments and teams.
- The school needs to look at the data from the various tests taken by students to develop a better-rounded picture of a student's abilities.
- A sustained commitment to new school practices (ex. ILT, TLC) is needed to strengthen teachers' practice.
- The school needs to continue in their development of a comprehensive system to guide teachers through systematic monitoring of student's progress.

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

- CMS needs to identify routine ways for parents to be part of the decision making process to support student achievement.
- Methods of communication with parents are typically one-way.
- CMS struggles with aging facilities and the effects of an open campus in an urban environment.
- Discipline and behavior expectations such as Chapter 19 and CHECK Yourself/Bulldog Matrix need to be shared more intentionally with parents and students at the beginning of the year and referred to regularly by all adults on campus.
- Identifying ways to allocate personnel support for EL students in the mainstream classes is needed.
- A comprehensive tiered academic and behavioral intervention system is needed to ensure all students are identified and entered into a system of proactive supports.
- A system of evaluation is needed to monitor the effectiveness of personalized and alternative programs.
- Advanced class offerings are not accessible to all students.
- Student demographics and distribution of students in classes need to be regularly examined.
- Systems to regularly assess student voice from a broad and diverse array of the school population is needed.

Implications for Updating the Academic Plan

Involving All Stakeholders (Goal 3; DO 3)

- Improve school communication systems between parents, students, and the community, in regards of:
 - Academic Plan
 - behavior
 - vision, mission, core values
 - curriculum
 - governance of the school
 - student achievement
- Improve internal communication systems within the school:
 - from Steering to departments/teams
 - from governing authority to non-classroom staff
- Create a system to utilize student voice for:
 - educational choices
 - instruction and learning experiences
- Expand articulation with complex elementary and high school.
- Identify systems to support the school with the effects of an open campus in an urban environment.

Assessment/Data Analysis (Goal 2; DO 2)

- Create a system to:
 - monitor data
 - analyze data
 - report data
- Utilize a system of data to lead:
 - professional development
 - instruction

Evaluation and Monitoring of Systems (Goal 3; DO 2)

- Create a timeline to monitor and review:
 - Academic Plan
 - vision, mission, core values
 - transition programs
 - personnel support
 - personalized alternative programs
 - classroom demographics and distribution
 - behavior

- Identify clear procedures for:
 - access to higher level classes
 - proactive student supports

Curriculum and Instruction (Goal 2; DO 1)

- Improve the integration of curriculum and the opportunity for real world application

- Continue a sustained focus on classroom practices to improve:
 - differentiation of instruction
 - intellectually engaging students
 - creating student-centered classrooms

Appendices:

- A. [Trend Report 2017](#)
- B. [SSIR 2017](#)
- C. [SQS Data 2017](#)
- D. [Master Schedule 2017-18](#)
- E. [BOE Promotion Policy](#)
- F. [SQS Data 2017](#)
- G. [Parent Survey Responses](#)
- H. [2017-20 Academic Plan](#)
- I. [Acronym List](#)