



**CENTRAL MIDDLE
SCHOOL**

SELF-STUDY VISITING COMMITTEE REPORT

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

FOR

Central Middle School

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

April 2-6, 2018

Visiting Committee Members

Judy Cavallaro, Chairperson
Teacher, Heritage High School

Kerry Gudmunson
Curriculum Coordinator, Lokelani Intermediate School

Jacee Yoshimura
Resource Teacher, Nanakuli/Waianae Complex Area

Rose Glad
Teacher, Konawaena Middle School

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

Category A: Organization: Areas of Strength

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

Category A: Organization: Areas of Growth

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

HIDOE/ACS WASC Category B. Standards-based Student Learning: Curriculum 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.
- Students are presented effective opportunities for career awareness, exploration, and preparation for postsecondary education, and pre-technical training.
- There is a system in place to monitor student grades and absences available via computer to parents.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth Instructional practices in classrooms vary amongst teachers.

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

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

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

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

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

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

**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. Demonstration, written, Project based, lab or activity based.

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

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

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

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

Growth: Areas of Strength

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

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

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

Schoolwide Strengths and Critical Areas for Follow-up

General Comments:

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

Schoolwide Areas of Strength

CMS has a caring Staff and safe environment for all students.

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

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the Academic Plan. These are summarized below:

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

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

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

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

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

Ongoing School Improvement

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

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

1. Continue the inclusive model that incorporates the “Bulldog Way” into one PBS plan that support the students making the connection between these expectations and their work. (Goal 1, DO 2)
2. Continue putting technology into the classroom for students and their parents which inhibits low parent involvement to support academic and behavioral growth. (Goal 3 DO 2)
3. Continue to refine the classroom environment that would provide opportunities for their students to be engaged in their learning experience such as developing cross-curricular or interdisciplinary projects to assist their students in making connections to the real world.(Goal 3, DO 1)
4. Continue translation of data into instruction and outcomes and continue to refine its process for monitoring student progress, through the continued implementations of tier 1 interventions to support the achievement of proficiency of all students. (Goal 2, DO 2)
5. Continue to provide opportunities for students to self-assess their level of mastery of the HCPS III/ Common Core and provide opportunities for application and reflection on new learning intervention (Goal 2, DO 1)
6. Continue formally organizing and documenting a response to intervention programs so that the procedures and outcomes of the programs are clear and streamlined, school wide, with annual revisits to determine effectiveness, and improving the quality of instruction.(Goal 2, DO 2)
7. Continue strengthening the full-inclusion model for Special Education, EL and students not performing at grade level (Goal 2, DO 1)