

SELF-STUDY VISITING COMMITTEE REPORT

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

FOR

LAHAINA INTERMEDIATE SCHOOL

871 Lahainaluna Road
Lahaina, Maui, HI 96761

Hana-Lahaina-Lanai-Molokai

March 6 – 9, 2017

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Chapter I: Student/Community Profile

Lahaina Intermediate School Community

A. Population Characteristics

The community of Lahaina incorporates the greater area of Lahaina and consists of small communities of Launiupoko, Lahaina town, Ka’anapali/ Kahoma, Honokowai, and Kapalua/ Honokahua. These communities make up the West Side of the island of Maui and covers 96 square miles. Access to West Maui and its communities can be gained via road using US Highway 30 from a tunnel at the south end, through Launiupoko, up through Honokahua/ Kapalua which is on the north end. Access to these communities can also be done through air via the Kapalua Airport or boat through two harbors. Lahaina Intermediate School (LIS) is located on Lahainaluna Road and close to Lahaina Town. This means that some of ts students travel 5 to 60 minutes, each way on their school commutes.

| Lahaina Community Breakdown | |
|------------------------------------|---------------|
| Lahaina Town | 8,741 |
| Honokowai | 2,366 |
| Ka’anapali/ Kahoma | 3,003 |
| Honokahau/ Kapalua | 5,036 |
| Launiupoko | 994 |
| Total | 20,140 |

Source: U.S. Census, Hawaii 2010 Census Tract- Demographic Profiles

Thirty percent of Lahaina’s populace is long-term residents having lived in their homes for more than five years, while 18% of Lahaina’s population has moved in the last year. Lahaina’s median household income is \$62,433, and the average household net worth is \$657,296. The percentage of families considered at the poverty level is 9.3%.

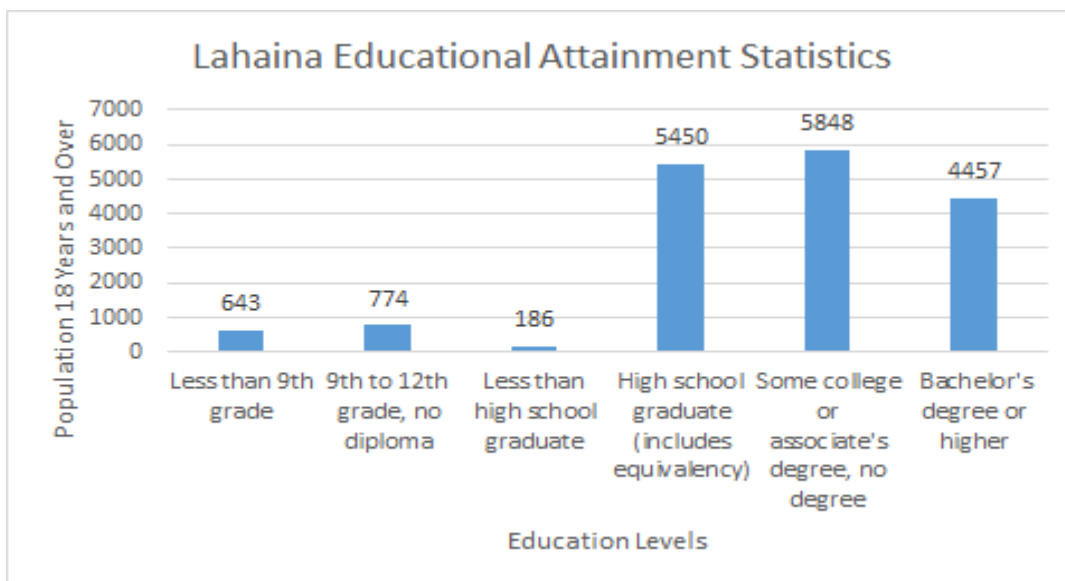
| | Lahaina | Hawaii | United States |
|------------------------------------|----------------|---------------|----------------------|
| Population | 10,777 | 1.43M | 320.100M |
| Median Household Income | \$62,433 | \$68,059 | \$52,746 |
| Average Household Net Worth | \$657,296 | \$764,437 | \$484,469 |
| Median Age | 36 years | 37 years | 37 years |

B. Family and Community Trends

Ethnic Background: The community is a mix of different ethnic groups making the community and school population culturally diverse. When developing its educational programs, LIS considers these facts when planning. Data from the 2015 Census Quickfacts are shown below.

| <i>Race and Hispanic Origin</i> | |
|--|-------|
| ① White alone, percent, July 1, 2015, (V2015) (a) | 35.8% |
| ① White alone, percent, April 1, 2010 (a) | 34.4% |
| ① Black or African American alone, percent, July 1, 2015, (V2015) (a) | 1.0% |
| ① Black or African American alone, percent, April 1, 2010 (a) | 0.6% |
| ① American Indian and Alaska Native alone, percent, July 1, 2015, (V2015) (a) | 0.6% |
| ① American Indian and Alaska Native alone, percent, April 1, 2010 (a) | 0.4% |
| ① Asian alone, percent, July 1, 2015, (V2015) (a) | 28.7% |
| ① Asian alone, percent, April 1, 2010 (a) | 28.8% |
| ① Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2015, (V2015) (a) | 10.7% |
| ① Native Hawaiian and Other Pacific Islander alone, percent, April 1, 2010 (a) | 10.4% |
| ① Two or More Races, percent, July 1, 2015, (V2015) | 23.3% |
| ① Two or More Races, percent, April 1, 2010 | 23.5% |
| ① Hispanic or Latino, percent, July 1, 2015, (V2015) (b) | 11.2% |
| ① Hispanic or Latino, percent, April 1, 2010 (b) | 10.1% |
| ① White alone, not Hispanic or Latino, percent, July 1, 2015, (V2015) | 31.1% |
| ① White alone, not Hispanic or Latino, percent, April 1, 2010 | 31.8% |

Parent Education Levels: The following chart represents the highest level of education attained by residents in Lahaina. In Lahaina, 31% of residents 18 and over graduated from high school and 26% completed a bachelor’s degree or higher. Education statistics are sourced from census 2015.



C. Parent/Community Organizations

School Community Council: Lahaina Intermediate School has in effect a School Community Council (SCC) to maintain compliance with Act 51 amended Act 221, which establishes School Community Councils (SCC) for Hawaii Schools. The law allows for a shared decision making and exchange of ideas among the Principal, teachers, school staff, parents, students and the community members to improve student achievement. The membership of the SCC is made up of nine people, of which all members vote. Currently, voting representatives include: two teachers, Principal, one classified personnel, one Lahaina Intermediate student, two LIS parents and one community member. The school and community uses the "*Community Council Handbook III*" draft 6/8/16 as the guide to reference all SCC procedures. Agendas and minutes are posted on the Hawaii Department Education SCC website.

Parent-Community Networking Coordinator: Employed on a part-time basis is a Parent-Community Networking Coordinator (PCNC). The PCNC is school-based and concentrates on strengthening and creating partnerships between the families, community, and Lahaina Intermediate School. Responsibilities include maintaining the notification systems with school updates on the school marquee, bulletin board, website, Facebook page and sending telephone, email, and text messages home to families using the School Connects messaging system. PCNC also communicates with the local newspaper in order to post community directed announcements. A monthly newsletter is created by the PCNC, sent via email and posted on the school's website, to keep families involved and aware of activities the students are engaged in. The non-profit Lahaina Complex After School Tutor Program relies on the PCNC for snack distribution and parent/student communications regarding admittance and attendance twice a week. Staying actively involved with the PTSA, the PCNC facilitates use of the school for activities and fundraising. Keeping communication flowing with parents, families and the community is the main goal of the PCNC.

Parent Teacher Student Association: Lahaina Intermediate has a Parent, Teacher and Student Association (PTSA). The organization firmly believes in supporting the school to further develop the relationships between home and school. Currently, Lahaina Intermediate School's PTSA has a President, Treasurer, Secretary, and Vice President. The mission of the PTSA is to bring together families and educators to achieve each child's potential. The organization provides resources and support outside of the regular educational environment to parents, teachers and students to promote excellence in education, society, and life. The group works to bridge the gap between PTSA and the community, empowering children socially and academically, while advocating to support resources for every child.

D. Community Foundation Programs

There are many for profit and nonprofit businesses and organizations that support LIS. The community is an intricate part of the school environment and numerous business establishments support LIS.

The Lahaina Complex After School Enrichment Tutor Project: Some of the LIS students are tutored through the Lahaina Complex After School Enrichment Tutor Project, which is a non-profit organization that includes forty-one volunteers who tutor students two times a week after school in reading, math, science and social studies. LIS and the tutoring organization is in its sixteenth year of servicing students in the complex. The services provided by these tutors to students may be correlated to the increase in those students taking the Hawaii Smarter Balance

Assessments (SBA) and the STAR universal screener. Each year approximately 100 students are tutored, which includes students in sixth, seventh and eighth grade.

E. School/Business Relationships

Over the years, LIS has developed strong positive relationships with the businesses in the community. We also partner with major West Side hotels within the community, including the Royal Lahaina, Westin Maui, Napili Kai, Sheraton and Kaanapali Beach Hotel and businesses like TS Restaurants for several programs like, Leilani’s Staff rewards support teacher in Xterra trail run, Games ‘n’ Grindz, a part of the Renaissance Program and the American Heart Association.

F. State/Federal Mandates

Programs for students with special needs are mandated by the State and Federal Law. Chapter 60 ensures that students with special needs are provided free and appropriate education. Students identified as English Language Learners (ELL) are mandated to be provided academic support and services under Title III. Students who are disadvantaged are provided with academic support and services under Title I.

WASC ACCREDITATION HISTORY FOR SCHOOL

Lahaina Intermediate School was accredited by WASC in 2010 and received a six-year term of accreditation with three year reviews the past two cycles.

Core Values, Beliefs, Vision, Mission & General Learner Outcomes

Vision

| | |
|---------------------------|--------------------------------|
| <i>Imua, Imua</i> | <i>Forward, Forward</i> |
| <i>Ko Kakou Mau Pua</i> | <i>Our Sons and Daughters,</i> |
| <i>Ho’ikaika Ka Wekiu</i> | <i>Strive for Excellence</i> |

Mission

“To challenge and support students as they realize their full potential.”

General Learner Outcomes: As stated in the 2011-2018 Strategic Plan, “All students need breadth of knowledge and character development, a broad-based curriculum and development of the General Learner Outcomes (GLOs)”. LIS students are provided opportunities to exhibit their growth in each of the six statewide General Learner Outcomes: Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator, Effective and Ethical User of Technology.

Status of School in terms of Student Performance

Title I Status: Lahaina Intermediate School’s participation in the free and reduced lunch program has been over 58.0% since our Mid-Cycle visit in 2014. Due to our high rate of socio-economically disadvantaged population, LIS is designated as a Title I school. The Title I program at LIS is designed to help educationally disadvantaged students to

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achieve success in the core curriculum. However, the school will lose our Title I status starting SY 2017-2018 due to the school falling 1% short of the eligibility cutoff of 42.7%.

History of AYP/Strive HI Status:

In May of 2013, the U.S. Department of Education approved The Strive HI Performance System as Hawaii's new accountability and improvement system, replacing many of the No Child Left Behind Act of 2001's (NCLB) requirements. The focus of the Strive HI Performance System is proficiency in reading & math, and college & career readiness.

Lahaina Intermediate School STRIVE HI Student Group Performance shows that they did not meet in ELA with the exception of our Asian and White subgroups. They also did not meet in Math with the exception of our White subgroup and in Science they did not meet in any of their subgroup population.

SchCode: 413
School Year Ending: 2016

*Strive HI: Student Group Performance Report
Lahaina Intermediate*

| Target | English Language Arts/Literacy | | | | Math | | | | Science | | | | Retention Rate | |
|------------------------|--------------------------------|------|-------------------------|------|----------------------|------|-------------------------|------|----------------------|------|--------------------|------|-----------------|------|
| | Participation 95% | | Meeting Standard 47% | | Participation 95% | | Meeting Standard 38% | | Participation 95% | | Proficiency 42% | | Objective <= 5% | |
| | % | Met? | % | Met? | % | Met? | % | Met? | % | Met? | % | Met? | % | Met? |
| All Students: | 98% | Yes | 40% | No | 99% | Yes | 26% | No | 100% | Yes | 24% | No | 0% | Yes |
| Disadvantaged | 96% | Yes | 30% | No | 98% | Yes | 17% | No | 99% | Yes | 18% | No | | |
| Disabled (SPED) | 99% | Yes | 6% ^{II} | No | 99% | Yes | 7% ^{II} | No | | n/a | | n/a | | |
| Limited English (ELL) | 91% | No | 7% ^I | No | 99% | Yes | 6% ^I | No | | n/a | | n/a | | |
| Asian/Pacific Islander | 98% | Yes | 43% | No | 99% | Yes | 25% | No | 100% | Yes | 21% | No | | |
| Black | | n/a | | n/a | | n/a | | n/a | | n/a | | n/a | | |
| Hispanic | 97% | Yes | 21% | No | 98% | Yes | 13% | No | | n/a | | n/a | | |
| Native American | | n/a | | n/a | | n/a | | n/a | | n/a | | n/a | | |
| White | 98% | Yes | 54% | Yes | 98% | Yes | 46% | Yes | | n/a | | n/a | | |
| Asian | 98% | Yes | 49% | Yes | 100% | Yes | 30% | No | 100% | Yes | 28% | No | | |
| Pacific Islander | | n/a | | n/a | | n/a | | n/a | | n/a | | n/a | | |
| Native Hawaiian | 98% | Yes | 29% | No | 98% | Yes | 14% | No | 100% | Yes | 14% | No | | |

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Outside Providers:

Targeted Leadership Consulting: Representatives from Targeted Leadership consulting meet with members of the Instructional Leadership Team (ILT) monthly. Targeted Leadership Framework helps develop the leadership capacity of school and district personnel and utilizes actionable data as a key ingredient in identifying needs and actions that will lead to improved student academic achievement.

Catapult Services: The school Principal hired Catapult this winter to assist in creating a school level ELL Comprehensive Needs Assessment to assist the school in closing our achievement gap with our ELL students. Catapult will also

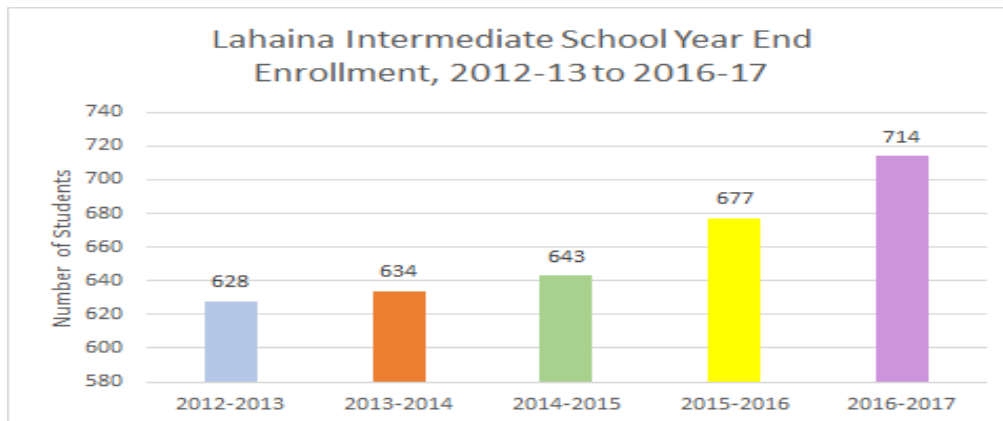
provide school level ELL support where Catapult will work on site with school coaches and teachers to design and deliver instruction tailored to the needs of the ELL student.

Federal/State Imposed Improvement Requirements

Currently, there are no Federal or State imposed improvement requirements. All State of Hawaii schools follow three goals with six to seven strategies. Within each strategy the school defines its enabling activities. These three levels make up the Academic Plan. In order for all stakeholders to better understand the Academic Plan. LIS provides the opportunity for parent/community input for this document at an School Community Council (SCC) meeting held by the principal in the beginning of the school year. After input from the school staff, community and parents, the Principal reviews the Comprehensive Needs Assessment (CNA) and Academic Plan before the SCC and leadership team review and approves it. Any major changes to the CNA or Academic Plan are presented to the leadership team and SCC to approve.

Enrollment

Below is a snapshot of the year end student enrollment data over five years. The 2016-2017 enrollment is 714.



The following is a breakdown of our student enrollment data over the past five years.

| School Year | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---------------------------|------------------|------------------|------------------|------------------|------------------|
| Year End Enrollment | 628 | 634 | 643 | 677 | 714 |
| Low SES | 59.24% | 57.73% | 56.77% | 56.13% | 49.02% |
| School IDEA Per Year | 70 | 59 | 58 | 72 | 69 |
| English Language Learners | 20.54% | 14.67% | 11.51% | 10.93% | 11.34% |

Longitudinal Data System - As of 01/28/17

Free and Reduced Lunch

Currently, Lahaina Intermediate School has 49% of the students receiving Free/Reduced Lunch. There are four public schools that serve the Lahaina community. The Free/Reduced Lunch percentages are as follows for each school: King Kamehameha III Elementary 48%, Princess Nahienaena Elementary 51%, Lahainaluna High School 38%.

Ethnicity

| Ethnicity | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | .32% | | .31% | .30% | .56% |
| Asian | 38.38% | 38.01% | 38.57% | 37.37% | 38.10% |
| Black | .48% | 1.10% | .93% | .44% | .14% |
| Hispanic | 17.99% | 16.25% | 15.55% | 17.58% | 16.81% |
| Multiple | 7.80% | 7.57% | 7.47% | 8.42% | 7.56% |
| Pacific Islander | 22.29% | 22.87% | 23.48% | 22.16% | 24.65% |
| White | 12.74% | 14.20% | 13.69% | 13.74% | 12.18% |

**a
 te Primary Languages other than English**

Lahaina Intermediate currently serves eighty-one students for ELL support services. Lahaina Intermediate has a higher population of ELL students than the Complex and the State.

The majority of foreign-born students are from the Philippines and generally speak Ilocano or Tagalog as their first language. The second largest foreign-born students are from Mexico and generally speak Spanish as their first language. According to “Language Summary” report 76% of current students chose English as their “language most often used”. There are 15 different languages being used by Lahaina Intermediate students on a regular basis. Eleven of these languages are spoken by one or two, but no more than two students. This is not enough of a population to register on the summary with a percentage other than zero, but constitutes about 3% of the student population.

Attendance

Average Overall Attendance:

The average daily rate of Attendance from a student population of 714, Lahaina

Intermediate School current daily average attendance is 95.15%. LIS's overall student attendance patterns fall above range of the state standard rate of attendance. The chart below presents a breakdown of percentage of yearly attendance rate reflecting roughly one percent increase from the previous year average daily rate of attendance at 94.56%. Lahaina Intermediate has never had

| Percentage Overall Student Attendance | | | | | | | | |
|---------------------------------------|----------------------------|----------------------|-------------------------|------------------------|---------------------|--------------------------------|--------|--------|
| Year | Kamehameha III Elem School | Lahaina Inter School | Lahainaluna High School | Nahienaena Elem School | Lahainaluna Complex | Hana-Lahainaluna-Lanai-Molokai | Maui | State |
| 2012-2013 | 94.13% | 94.96% | 93.82% | 93.97% | 94.15% | 94.28% | 94.01% | 94.07% |
| 2013-2014 | 93.35% | 95.10% | 93.17% | 93.62% | 93.70% | 93.80% | 94.20% | 94.27% |
| 2014-2015 | 94.19% | 94.74% | 93.44% | 94.13% | 94.05% | 93.88% | 94.09% | 94.16% |
| 2015-2016 | 94.07% | 94.56% | 92.77% | 93.59% | 93.67% | 93.73% | 94.12% | 94.23% |
| 2016-2017 | 94.62% | 95.15% | 92.91% | 93.79% | 94.01% | 94.13% | 94.39% | 94.46% |

Longitudinal Data System - As of 01/29/17

attendance.

Discipline (referrals, suspension, & expulsion rates):

Lahaina Intermediate School experienced a drastic increase in discipline referrals in 2015-2016 over previous years. A large number of these incidences were attributed to the 31 repeat offenders (students with six or more incidences that year). Based on the decline from 319 total incidents in the Fall of 2015 to the current 158 incidents in the Fall of 2016, the school's measures to address the problem behavior including but not limited to the Culture and Climate Committee initiatives and the hiring of an additional vice principal appear to have made a marked improvement. The chart below show multi-year data comparisons for student behavior.

Multi-Year Suspension Rates:



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Description of Safety Conditions, Cleanliness and Adequacy of Lahaina Intermediate School Facility

The safety and well-being of students and staff within the school is measured by the annual School Quality Survey (SQS) and by the minutes sponsored by the Safety Committee. The safety incidents are recorded into the school safety database and presented in the Trend Report.

Staff

LIS has a large percentage of teachers who are licensed and highly qualified (HQ). Two teachers hold National Board Certification. The state requires teachers who are not HQ to develop a plan to become HQ within three years. The State provides professional development opportunities for teachers to help them gain their HQ status. The table below presents the HQ status of the staff over three years as reported on the Trend Report.

| <i>Teachers</i> | <i>Total</i> | <i>Licensed</i> | <i>Years Experience</i> | <i>5+ Years at This School</i> | <i>Classes Taught by Teachers Meeting NCLB Requirements</i> | <i>Advanced Degree</i> | <i>Early Childhood Endorsement (Gr. K teachers)</i> |
|--------------------|--------------|-----------------|-------------------------|--------------------------------|---|------------------------|---|
| <i>School Year</i> | <i>#</i> | <i>%</i> | <i>Average</i> | <i>%</i> | <i>%</i> | <i>%</i> | <i>#</i> |
| 2013-2014 | 38 | 100.0% | 11.6 | 68% | 96% | 50.0% | na |
| 2014-2015 | 41 | 97.5% | 11.6 | 66% | 95% | 53.6% | na |
| 2015-2016 | 41 | 90.2% | 10.5 | 56% | 71% | 48.7% | na |

The 2015-16 SSIR shows 56% of the teachers have worked for LIS for more than five years. The school in the past two years has experienced more turnover than in previous years. The school lost eight teachers at the end of the 2014-15 SY. The SSIR also shows 90.2% teachers fully licensed. Four teachers were hired as emergency hires.

School Resources

Certified Staff

Teaching Staff

| | | |
|--|-------|------|
| Total Full-Time Equivalent (FTE) | | 41.0 |
| Regular Instruction, FTE | 73.1% | 30.0 |
| Special Instruction, FTE | 17.0% | 7.0 |
| Supplemental Instruction, FTE | 9.7% | 4.0 |
| Teacher headcount | | 41 |
| Teachers with 5 or more years at this school | | 23 |
| Teachers' average years of experience | | 10.5 |
| Teachers with advanced degrees | | 20 |

Professional Teacher Credentials

| | | |
|-----------------|-------|----|
| Fully licensed | 90.2% | 37 |
| Emergency hires | 9.7% | 4 |

Students per Teaching Staff *

| | |
|---------------------|------|
| Regular Instruction | 20.1 |
| Special Instruction | 10.1 |

* These figures do not indicate class size.

Administrative and Student Services Staff

| | |
|--|-----|
| Administration, FTE * | 4.0 |
| Librarians, FTE | 1.0 |
| Counselors, FTE | 3.0 |
| Number of principals at this school in the last five years | 2 |

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

School Financial Support

Lahaina Intermediate has met the requirements for and been funded by Title I. In addition to the Weighted Student Formula (WSF), the school can receive supplemental funding from the "School Improvement Process" which goes towards the general funds. Title II funding is used for the Induction and Mentoring program. Title III funds are for ELL purposes; However, at this time LIS does not use Title III funds to support ELL and instead use WSF. Reach Grants were given to help fund athletic programs such as the Volleyball Club, and the 2016-17 girls' and boys' LIS basketball program was also granted. In 2015, a community organization invested thousands of dollars to purchase air and install conditioners so the portables classrooms would have safe and appropriate learning environments during the heat of Lahaina.

Student Performance Data

A. Hawaii State Assessment and other Standards Based Test

Lahaina Intermediate School's STRIVE HI Student Group Performance Report is shown. The state requirements for participation is 95% and the school has successfully met that participation rate. In ELA, LIS met the standard with only the Asian/Pacific Islander and the Asian subgroups. No student met the standard in Math and in Science the only subgroup to meet the standard was the White Subgroup.

B. Strive HI Performance System Data:

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SchCode: 413
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| Target | English Language Arts/Literacy | | | | Math | | | | Science | | | | Retention Rate | |
|------------------------|--------------------------------|------|-------------------------|------|----------------------|------|-------------------------|------|----------------------|------|--------------------|------|-----------------|------|
| | Participation 95% | | Meeting Standard 47% | | Participation 95% | | Meeting Standard 38% | | Participation 95% | | Proficiency 42% | | Objective <= 5% | |
| | % | Met? | % | Met? | % | Met? | % | Met? | % | Met? | % | Met? | % | Met? |
| All Students: | 98% | Yes | 40% | No | 99% | Yes | 26% | No | 100% | Yes | 24% | No | 0% | Yes |
| Disadvantaged | 96% | Yes | 30% | No | 98% | Yes | 17% | No | 99% | Yes | 18% | No | | |
| Disabled (SPED) | 99% | Yes | 6% ^{II} | No | 99% | Yes | 7% ^{II} | No | | n/a | | n/a | | |
| Limited English (ELL) | 91% | No | 7% ^I | No | 99% | Yes | 6% ^I | No | | n/a | | n/a | | |
| Asian/Pacific Islander | 98% | Yes | 43% | No | 99% | Yes | 25% | No | 100% | Yes | 21% | No | | |
| Black | | n/a | | n/a | | n/a | | n/a | | n/a | | n/a | | |
| Hispanic | 97% | Yes | 21% | No | 98% | Yes | 13% | No | | n/a | | n/a | | |
| Native American | | n/a | | n/a | | n/a | | n/a | | n/a | | n/a | | |
| White | 98% | Yes | 54% | Yes | 98% | Yes | 46% | Yes | | n/a | | n/a | | |
| Asian | 98% | Yes | 49% | Yes | 100% | Yes | 30% | No | 100% | Yes | 26% | No | | |
| Pacific Islander | | n/a | | n/a | | n/a | | n/a | | n/a | | n/a | | |
| Native Hawaiian | 98% | Yes | 29% | No | 98% | Yes | 14% | No | 100% | Yes | 14% | No | | |

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

C. School-wide Assessment Data (STAR)

Lahaina Intermediate School uses STAR360 as the universal screener for reading and math levels. The school administers the screener three times a year (fall, winter, and spring). Growth can be measured within the school year. Currently, the grade scores reflect that 46% of the population are below benchmark in math and 68% in reading. For seventh grade the scores are 44% in math and 60% in reading below benchmark. The eighth grade scores reflect 47% in math and 68% in reading below benchmark.

Chapter II: Progress Report

Reflection: Academic Review Team (ART)

Goal 1, Student Success: Common Core State Standards; Comprehensive Student Support Systems; Formative Instruction/Data Teams

Goal 2, Staff Success: Educator Evaluation System; Induction & Mentoring

1. WASC Recommendation (ART)

Ensure fidelity to the entire process during implementation of staff development initiatives and the Focus on Learning Process.

In 2014, the VC wrote, “Alignment of the Critical Areas for Follow-Up with the School Academic and Financial Plan was not directly stated but inferred within general statements of enabling activities. Nonetheless, FOL processes were implemented to address the critical areas for follow-up and progress in each area was observed and/or documented.”

2015-16 Academic Plan: Reflection (ART)

In 2015, Lahaina Intermediate had a comprehensive needs assessment (CNA) conducted by our school level team based upon the Victoria Bernhardt model. Each of the four multiple measures identified strengths/challenges and identified implications for developing the 2016-17 Academic Plan aligned to the six priority strategies.

| Implications for Developing the Academic Plan: | |
|---|---|
| Demographic Data | We need to be data driven using scores from ELL and Special needs populations to determine program and personnel needs. The school leadership team will need to have an extra prep to meet with Administration to focus on school wide data, Academic Plan, WASC Focus on Learning Teams and to complete an ongoing Comprehensive Needs Assessment. The Leadership Team will also be the Instructional Leadership Team to attend trainings, provide walkthrough data and lead the rest of the staff in Professional Development to increase student engagement. |

| | |
|------------------------------|---|
| <p>Perceptual Data</p> | <p>Students perceive teachers are not listening to their needs. Also, teachers perceive that they are teaching well and students perceive they are being challenged; however, test results do not match the perceptions. LIS is currently working on staff development on formative assessment so teachers can use the data to inform their instruction. Effective Data Teams will use a systematic process to collect data, set smart goals, implement instructional strategies, examine student work, and determine next steps.</p> <p>Not all students are being treated fairly; otherwise students would not question how inappropriate behavior is being addressed. LIS is currently revisiting our discipline plan.</p> <p>The needs of students are not being met. Teachers need to collaborate with colleagues so skills and content are meaningful across grade level. To do this, teachers will need more collaboration time.</p> <p>Teachers need to provide timely feedback, as well as ask students about how their learning is progressing in order to make necessary adjustments.</p> <p>Students feel they are unable to communicate with others well. Teachers will need to teach collaborative discussion skills.</p> |
| <p>Student Learning Data</p> | <p>Math focus-consistent team, PD training on Go Math curriculum, implement Data Team</p> |
| <p>School Processes Data</p> | <p>Need to clarify structure and roles for the new leadership process and then communicate to all stakeholders so all staff knows what leadership is doing and why.</p> <p>Revisit and update discipline plan so that more teachers will implement with consistency</p> <p>Data team structure and process needs to be clarified and there needs to be adequate allocation of time and more professional development.</p> <p>Need to make sure all staff is trained in TRIBES – new teachers are lacking in this</p> <p>Need to clarify what the purpose of a Professional Learning Community is and decide whether we should continue with this process. (There is a belief that the school’s current definition is faulty and does not represent the true definition of a PLC.)</p> |

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| | While teacher turnover is listed as a challenge, the implications are hard to define as in most cases people are leaving for reasons outside of the school's control. |
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2. WASC Recommendation (CCSS, CSSS, FI/DT, I&M)

Use of student assessment analysis at all levels, from standardized tests to individual lessons, in order to improve instruction and better target student learning needs.

3. WASC Recommendation (CCSS, FI/DT)

Systematize classroom assessment for the purpose of increasing rigor.

4. WASC Recommendation

Increase specific, descriptive feedback from teachers to student about the quality of student work.

5. WASC Recommendation

Maintain and expand system for management of formative and summative assessment data.

6. WASC Recommendation

WASC training and visiting team participation for FOL chairperson and administrators in order to build capacity for ongoing school improvement.

Summary of Progress:

The school implemented a number of key programs and services to address the WASC recommendations. These efforts, too numerous to mention here, were identified in the following areas:

- Formative Instruction/Data Teams
- Educator Effectiveness Systems
- Common Core
- Comprehensive Student Supports
- Induction and Meeting

Chapter 3: Self-Study Process

Lahaina Intermediate School (LIS) is in the Continuous School Improvement category based on the results from the 2015-16 SY. This is the fourth year under the revised school improvement and accountability system (STRIVE HI). The metric has changed since their last full accreditation report as well as the year end testing system. The school report shows that 26% of Math students, 40% of ELA students, and 24% of Science students reached proficiency in the last testing period. The staff has worked to incorporate the change in standards from Hawaii Content Performance Standards III (HCPS III) to Common Core State Standards (CCSS) into their programs as well as continue the improvement of the standards-based instruction that they provide.

LIS received a six year review status during its last full accreditation visit. There was a three year follow-up visit in 2013. The school has worked on the six areas for improvement identified in the last visit. Focus groups for the visit were formalized at the beginning of the 2015-16 SY. While not all staff members met at every meeting, the focus groups included all of the staff on campus. Staff members signed off to be part of one of the five category groups that make up chapter four in the report. Extra effort was made to include parents and community members in a variety of activities that support student achievement and recognition.

The school has worked to make more efficient use of the large amounts of data that is collected and available by focusing on how they can improve student achievement and provide a suitable learning environment for that to take place in. They have refined their Mission statement since the last accreditation visit to provide a clearer statement to the students and the community. Their Mission is to “support and challenge” their students. They chose to keep the Vision statement as it was because of its inspirational message and the connection with the Hawaiian culture.

The school is continually evaluating what they are doing and how effective their efforts are across a wide range of activities and programs. The WASC self study provides an opportunity for the school to pull all of these activities together into a coherent whole. They view the self study as an opportunity to reflect on all that they do and organize it to make a coherent picture of their school in its totality.

The school has undergone a change in leadership at the Principal level since the last visit. The new Principal, a longtime community member and teacher in Lahaina assumed leadership in the fall of 2014. One of the two Vice-Principals has been with the school over five years while the other just joined this year. The Leadership team, which includes the administration members and representatives from the various departments, is in charge of developing, implementing, and monitoring of the Academic and Financial Plan. The school has made use of this Leadership structure to help organize and collect the data used for the self-study report.

The LIS staff is committed to a rigorous, quality education, and has worked through massive changes in not only how performance is measured but also in the tools that are used to make those measurements. The school continues to provide students with many opportunities to “strive for excellence” across a wide range of areas.

Chapter IV: Quality of the School's Program

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

A1. Vision, Mission, and General Learner Outcomes Criterion

Lahaina Intermediate has clear Mission and Vision statements that reflect the needs of its students as based on the student/community profile. The school's Vision, created by a Hawaiian elder in 2002, embraces the idea of its students moving forward in excellence and embraces the idea of the students in caring community. The LIS Mission Statement reflects the rigor that is embedded in the curriculum and instruction, based on researched best practices. Teachers challenge and support students as they continue to develop and grow academically, socially, and emotionally, in order to prepare them for their best future.

Both the Vision and Mission Statements of LIS embody the research of middle-school best practice of addressing and supporting the needs of the whole child while exposing students to a wide variety of rigorous curricular and co-curricular experiences, including support of character development and contribution, through the GLO's, professional development and support for teachers with research-based best instructional practices, the school-wide commitment to TRIBES and the Renaissance program, and character development through homerooms.

A2. Governance Criterion

LIS is governed through the Strategic Plan created by the Department of Education and Board of Education. The Strategic Plan is the driving force that guides education in the State of Hawaii. The strategic plan focuses on three components: Student Success, Staff Success and Successful Systems of Support. All three components are addressed in the Academic Plan, whose format is directly aligned with the state Strategic Plan where each of the goals (student success, staff success, and successful systems of support) are broken down into strategies. The Academic Plan must be approved by the SCC which has representatives from all stakeholders. The SCC is open for all stakeholder involvement and notes and minutes are electronically published.

The school's program and operations are in full alignment with the Hawaii Board of Education's policies and the Hawaii Department of Education rules, regulations, and procedures. This information is available to the public. The school's governance process begins with the principal, who is ultimately responsible for the school. The SCC is comprised of representatives from all stakeholder groups: Administration, Teachers, Support Staff, Parents, Students and Community. Since everyone in the school community has a representative on the SCC, they have the ability to participate in the school's governance through their representative(s). Parents have been informed of this process through both verbal and written means.

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

LIS adheres to broad-based and collaborative planning processes as set forth by the DOE and BOE governing boards. The LIS Leadership team is a collaboration of department heads, administration, and the data coach. School issues, concerns, and future decisions are identified, discussed and brought forth to staff. Agendas and minutes are posted on Googledocs for all staff to access.

The SCC reviews and monitors the Academic Plan twice a year. The first review and monitoring occurs at the beginning of the year (October) when the SBA results are in. The SCC then reviews and monitors again in January to share and gain feedback so teachers can create draft plan. The SCC meets once per quarter to then monitor progress of the Academic Plan. SCC membership is open to all stakeholders.

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

To insure that all staff are qualified and licensed, the administration follows all procedures of the DOE policy for hiring new staff and requests for reassignments. When hiring new staff, the State sends a list of eligible applicants. Only those eligible can apply and be interviewed and selected. Once that list is exhausted, teachers with a teaching degree to teach in an area not certified such as an ELA teaching degree teaching in a SPED line can be hired, and next, those with a degree but not a teaching degree. When these are exhausted, a substitute may be hired.

LIS started the 2016-17 SY with all vacant positions filled with the exception of one SPED line filled in December. All newly contracted teachers receive support during their first two years from the Induction and Mentoring Program (I&M).

Each department has two articulation days per quarter where the teams meet to discuss curriculum, instruction, assessments and make decisions and plan.

A5. Leadership and Staff Criterion – Research and Professional Development

Professional development and learning is often mandated by the DOE through initiatives and programs. LIS complies with these initiatives and programs and support is given as per the DOE. The DOE provides a rich variety of professional learning opportunities through its PD360 portal.

Professional development (PD) and learning ideas are discussed by staff in various groupings and through data analysis. The Principal and Leadership team encourages PD and learning opportunity ideas from all teachers and they are examined in light of the Academic Plan and identified Priority learning needs. Support of PD and learning comes from follow-up opportunities and through sharing of implementation in GLC's, Leadership, and Data Teams.

Evaluations of teachers occur through the Educator Effectiveness System (EES), which is the comprehensive evaluation system adopted and mandated by the DOE. The EES system defines expectations for effective teaching practices, provides feedback and support to teachers in improving effectiveness with students, and drives professional development.

The ILT sets goals based on school data and allows staff to visit classrooms to collect data to further inform the ILT focus. Teachers in Data Teams evaluate student achievement data in light of ILT focus, and plan, implement, evaluate and share instructional strategies throughout the year through evaluating ongoing student assessments and rubric calibration. ILT is supported through meeting with all Maui Canoe Complex district public schools.

A6. Resources Criterion

Allocation Decisions, Involvement and Practices

The DOE has established a uniform system for resource allocation and accounting, giving individual schools the authority to determine how state funds will be utilized. Fiscal and personnel allocations are largely based on the projected student enrollment and the weighted student formula (WSF) which distributes funds based on individual student needs. The DOE budget is prepared by the superintendent and the BOE and funded by the state legislature. Upon release of funds by the governor, resources are distributed to the DOE then allocated directly to schools.

At the school level, the budget allocation process begins with the creation of a school plan for available resources leaving a relatively small percentage of the total budget to address student and school needs. This requires the school to make budgetary decisions that meet the greatest needs or have the greatest impact. At LIS, the focus is on student achievement and attainment of the GLO's, along with the three identified needs as in the CNA: literacy across curriculum, raising the achievement gap for SPED and ELL, and culture and climate.

To ensure that student and school needs will be met, the budget process requires that resources be allocated in four major categories: standards-based education, quality student support, continuous improvement, and school operations.

Non-categorical funds are used to support basic and general education needs. Categorical funds are used to support special needs programs such as ELL. To address Priority learning needs of bridging the learning gap for ELL students, the principal decided to contract Catapult services to assist the ELL teachers.

The budget process at LIS is open and driven by the WSF. Each spring, the principal informs the faculty of the funds that will be available in the upcoming year. In previous years, department heads submitted a three-year budget plan. Instructional supplies, textbooks, and equipment needs are analyzed and prioritized by departments and through leadership. The department heads oversee the ordering of state mandated curriculum materials. Teachers are allowed to request instructional materials and supplies which align with their instructional practices and curriculum.

Funding is discussed at leadership meetings, where department heads discuss their funding needs and priorities for resources such as materials for curriculum and substitutes.

Department chairs take input from team teachers as far as necessary materials and requests are concerned; requests are forwarded to principal for approval, purchase orders are made based on principal approval.

The Educational Foundation After School Complex Tutoring Program provides LIS with after school tutoring and activities-based programs free of charge to students. These agencies help support student achievement and attainment of the GLOs.

The Academic Plan drives the decisions of needs and funding. The ART and leadership continually discuss needs and decisions for school funding of programs and monitors the extent to which these programs move LIS forward to challenge and support its students as they realize their full potential.

Facilities Conducive to Learning

The school facilities are adequate to support high-quality learning. Portable classrooms have been added for the increased enrollment; however, there is continual need for more classroom support. Most classrooms at LIS lack air conditioning or adequate fans, factors which detrimentally impact the learning environment for a majority of its students. Portables have been measured as reaching over 98 degrees.

While the Library, Shop, Band, P11, P12, and P13 (the newer portables that came with high-quality air-conditioning) classrooms are adequate, the classrooms in the main buildings (A, B, C, and D) as well as the grade-level counselors' offices do not have air conditioning, and there are no existing plans for such. Despite the exposure to high temperatures, most of the physical facilities are adequate to support high-quality learning though many improvements to existing buildings could be done.

Instructional Materials and Equipment

LIS follows DOE and BOE policies and procedures for acquiring and maintaining curricular materials and technology needs. The Technology Coordinator has a three-year budget plan and reports being ahead of schedule as far as meeting needs for computers in every classroom.

Requests for acquiring and maintaining instructional materials and equipment are discussed in Departments and Leadership. Decisions for funding are determined by need and prioritized according to the Academic Plan. Department Heads are responsible for ordering and budgeting, with the help of the account secretary.

Qualified Personnel

Administration follows DOE processes for determining resources to hire and retain qualified staff and encourages staff input. Staff this year were asked for input as to changes and adjustments in teaching and support lines, such as adding a custodial position, retaining three ELL teachers, and extending the Technology Coordinator position from 10 to 12-months.

Funding allocations for teaching lines and salaries are dictated by the State.

Long-Range Planning and Coordination of Resources

Long term planning through three year budgets was done systematically through departments. In SY 2015-16, this process was not required by administration. The Technology Plan/three year budget is reported to be meeting goals ahead of schedule.

Most departments report that long range planning and coordinating of resources is standard and effective; however, frustration occurs when the DOE/BOE changes policies or funding and long-term goals cannot be met and curriculum is mandated (such as Springboard and GoMath) without providing funding support for the mandated curricular materials.

Additionally, plans for coordinating adequate and more classrooms have been thwarted due to impediments in process or funding as per DOE/BOE policy.

WASC Category A. Organization: Strengths and Growth Needs

Areas of Strength

1. The Renaissance Program motivates and celebrates rigorous student achievement and demonstration of the GLO's.
2. The school (students, teachers, staff and stakeholders) takes pride in the Vision & Mission and functions well.
3. The school has a strong core of teachers, is dedicated to its students, and exhibits a love of learning. Staff knows their students and this contributes to the positive school culture.
4. Staff communicates and incorporates the GLO's into classroom TRIBES activities.
5. Student and staff relationships are enhanced through the implementation of TRIBES.
6. There are opportunities to challenge and support students to reach their full potential.

Areas of Growth

1. An excellent communication system is a hallmark of successful organizations. LIS should examine its current communications systems and meeting structures to evaluate their effectiveness. New models of communication and meetings should be developed with input from all staff and that focuses on the entire LIS community (school, Complex schools, parents, businesses).
2. LIS struggles with common planning and collaboration time for teachers across content areas (interdisciplinary instruction), by grade levels (vertical articulation), and for modifications/interventions of RTI or high needs students (inclusion). The school should develop a school schedule which facilitates planning and collaboration time, but with an emphasis on what best meets the needs of the students.
3. Improved/updated facilities would enhance the student learning environment at LIS. Although facilities concerns often do not receive priority attention, a plan should be developed which addresses these concerns and is politically and fiscally attainable. The plan should include: more classroom space for increased student enrollment, heat abatement, and PE facilities.

Supporting Evidences:

- **Self-Study Report**
- **Classroom observations**
- **Focus group meetings**
- **Conversations with staff**

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Student Participation in a Standards-based curriculum

The LIS Leadership Team sets school-wide goals for a standard-based curriculum. All students participate in a rigorous, relevant, and coherent standards-based curriculum in all core and elective subject areas.

Current Education Research and Thinking

Two core subject areas (ELA, Math) have implemented SBAC and STAR which has a built in assessment component. Being implemented this year is Science's NGSS, and soon Social Studies' CCSS curriculums will be adopted at all grade levels including the SPED and ELL

inclusion classes. Elective classes have followed current state standards with their respective subject's assessments.

Academic Standards for Each Area

The Leadership Team sets school-wide goals for a standard-based curriculum. All grade-level, department and Data Teams' articulation meetings allow teachers to discuss and focus on implementing a standards-based curriculum through use of curriculum maps.

Across all grade levels and curriculum, teachers employ a variety of teaching strategies and techniques to support standards-based curriculum. Close reading and collaborative conversations have been primary focuses this year and last, and have found to be beneficial and increases student engagement and learning.

Congruence

In classrooms, the standard-based learning and the GLOs are posted and implemented across the grade level content areas. TRIBES social-cooperative strategies are important and common tools aimed at continuously developing relationships alongside subject matter.

There is strong congruence between the written curriculum and the actual lessons delivered by teachers. Teachers have used the backward mapping strategy to assist in converting items in the curriculum map into action items in the lesson plans.

Student Work – Classroom Learning Targets

In many classrooms, the lesson objective is written at the front of the class and students are engaged in their daily work and assignments. Among Data Teams, an expectation is that student work and assessments will be aligned to standards. Teacher feedback validates this expectation.

Accessibility of All Students to Curriculum

LIS has adopted standards-based curriculum maps school wide and has helped to ensure all students have access to a rigorous, relevant, and coherent curriculum. In addition, all students have access to Study Skills, honors level (Math, ELA, Science), Student Success Class, After-School Tutoring Program, and learning lab.

Integration Among Disciplines

LIS does not have evidence here, except for SPED and ELL inclusion teachers working with inclusion core classes. The school continues to articulate within departments and across grade levels to have support from other classes for the ELA and Math standards.

Curricular Development, Evaluation, and Revisions.

Two state initiatives have been implemented (Springboard, GoMath). This year Science's NGSS and soon Social Studies C3 framework. During articulation meetings, all Departments review and evaluate their respective curriculums. Revisions are data driven. At present, the Leadership Team reviews the entire development and evaluation processes and discusses possible solutions or strategies where necessary.

Teachers have shared a long list of near positive impact for student learning by revisiting the current bell schedule. Continuing faculty discussions for the past five years have been identified as barriers to arriving at a bell change.

Articulation and Follow-up Studies

Each month LIS Instructional Leadership Team (ILT) meets with its Lahaina Complex Schools to share and discuss what each school is working on and how each can align in a K-12 construct. The ILT, a Complex-wide initiative, is working with other Complex Schools to collect data on how well it's meeting its focus topic (close reading strategy).

B2 Curriculum: Planning and Monitoring Student Learning Plans

Variety of Programs – Full Range of Choices

LIS uses a variety of processes to allow students to pursue their interests, build their skills, and foundational information for future personal options. Elective programs provide students with an opportunity to select classes to explore and expand their interest areas.

Fine Arts classes includes choir, band, piano keyboarding, ukulele, art, and drama. Additionally students can explore interests in PE, robotics, yearbook publishing, industrial arts, computer graphics, and computer science. All students have an opportunity to attend performances on the other side of the island in Wailuku.

Eighth graders are provided with important activities as they prepare to transition to high school and beyond. Through their wheel classes, students attend a 2-day presentation on career pathways to assist them with their high school planning; take an orientation tour of Lahaina High School to learn more about the electives and career pathway choices offered at LHS; and can register online to "My Future Hawaii", a college and career exploration program.

Community professionals speak to classes and share their career information. STEM students have opportunity to listen and talk with STEM professionals. Students conduct job interviews to learn job acquisition skills.

LIS offers a popular and assorted menu of extracurricular activities beyond the school day with high student participation (e.g., Craft Club, Drama, STEMworks Afterschool, Volleyball, Track, Wrestling, Basketball).

Student-Parent-Staff Collaboration

Currently, LIS does not have a system in place for collaboration of student learning plans for all students. Personal learning plans may be developed in cooperation with grade level counselors, parents, and students in response to parent-teacher conferences. Based upon achievement scores, class grades, teacher observations, and special testing where needed, student support is based on need and ability.

LIS provides all SPED and 504 students with an individualized and personalized educational plans with class and programs that meet the needs of its diverse learners. SPED students have an IEP which are developed collaboratively with the student, parent, and SPED teachers.

Students' needs expands a wide range (e.g., honors, ELL, study skills, accommodations, after school tutoring, "learning lab", hiring additional EAs, SPED pull-outs and SPED inclusion classes).

An evening parent training explains how to interpret their child's reading Lexile scores. Despite challenging low parent attendance, this training allows parents to participate in and better prepare their children for the Smarter Balance assessments.

Infinite Campus, an online DOE student information site, has been taken advantage of by 13% of LIS households where students and their parents may access via an internet portal.

Monitoring/Changing Student Plans

Currently, LIS does not have a system in place for collaboration of student learning plans for all students.

Grade level meetings are conducted twice a quarter to discuss student progress or not. A Referral for Assistance (RFA) initiates parent-teacher conferences (PTC) with grade level counselor. Both of these meetings are effective since all the identified student's teachers are included.

IEP reevaluation meetings are held at predetermined intervals with parents, teachers, and administrators to evaluate if amendments are necessary to the student's IEP. These meetings are very effective for communication between the parents and teachers.

Transition

LIS recognizes the challenging transition from elementary to middle school for many students and aids in this process by hosting a series of in-coming 6th grade transition activities and parent meetings. On the out-going end, the school coordinates with LHS and provides a same series of incoming 9th grade transition activities and parent meetings.

B3 CURRICULUM CRITERION – MEETING ALL CURRICULAR REQUIREMENTS

Real World Applications – Curriculum

LIS has created more project-based assignments to provide more rigor and challenge in its classes. Students in Media Production class create content for PBS Hawaii's Hiki No television program. Several classes participate in maintaining the school garden facilitated through the non-profit *Grow Some Good* program. Our Choral and Band students prepare and perform for multiple concerts throughout the year. All students have an opportunity to attend performances on the other side of the island in Wailuku.

Meeting Graduation Requirements (or end of grade span requirements)

LIS Comprehensive Student Support Services (CSSS) process involves all stakeholders which include students, parents, teachers, counselors, and Student Services Coordinator (SSC), to ensure students are meeting all requirements and being successful. The CSSS process also addresses the needs of the SPED, ELL, 504, and Honors students.

LIS ensures students meet all requirements and are successful by having grade level counselor and team monitor students and facilitate their academic supports. Counselors also facilitate RFA and parent-teacher conferences to help students and their academic needs.

Afterschool complex tutoring program addresses Math and English needs. Students meet once a week in either or both subject areas.

An IEP is created to provide support and direction to general education teachers for SPED students.

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

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

Areas of Strength

1. There is a variety of opportunities and coursework for all students.
2. Data Teams are starting to bridge gaps and build collaboration among the departments.
3. The school has begun to implement two researched-based strategies initiated by the ILT.
4. There is progress towards implementing research-based, standards-based instruction, including CCSS.
5. A wide range of professional development is available and used by staff both in and out of the school structure.

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

Areas of Growth

1. A revised bell schedule needs to support more contact time for student academic growth.
2. Lack of highly qualified SPED and ELL teachers in filled positions makes for ineffective teaching and learning among inclusion classes.
3. Collaboration Time: a) an increase for grade level teams to plan interdisciplinary units; b) per SBA data, inclusion program to have open communications among the SPED, ELL, general education, monitoring and various teachers.
4. Clarification of the roles and responsibilities of ILT and Data Teams will clear confusion and frustration among teaching staff.

SUPPORTING EVIDENCES

- Self-Study Report
- Meetings: Data Teams, ILT, Focus Groups, PTA, SCC, parents, principal, VP, Data Coach
- Observations: Visiting Committee, classroom, students
- Conversations: certificated staff, classified staff, students

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion – Student Access to Learning

Students are involved in some challenging learning experiences derived from pacing guides and curriculum mapping based on Common Core State Standards and other appropriate curriculum standards. Students can work on increasing their reading and comprehension skills through access to Achieve 3000 website and the library. In the classroom, teachers use a variety of teaching strategies to enhance student learning and create an environment of “rigor” and “relevance” within the learning experience. Teachers are supported through professional development, grade level/Data Team meetings and articulation days to aid with curriculum mapping.

Differentiation of Instruction

Teachers use a variety of instructional processes, content, and products to ensure that all students achieve academic standards and GLOs. Differentiated, high-quality instruction provides access, challenge, and support for all students. In the classroom, teachers use modern, research-based teaching methods such as modeling, rubrics, manipulatives, power point presentations, hands-on activities such as labs and presentations/research projects, student exemplary examples and other strategies and tools which allow students to learn in various learning styles and methods.

Students, through their Social Studies, English Language Arts, and Science classes use TeenBiz from Achieve 3000. TeenBiz is an online learning environment that aims to increase student literacy by developing readings that are specifically at the grade level of each individual student.

Using disaggregated data from both STAR Assessments and SBA results, department teachers create targeted standards for repeated instruction to ensure maximum retention of the standards. Some teachers are able to adapt the curriculum, or even specific lessons, to engage the diverse needs of our students. Specific students are also targeted by these methods, enabling them to receive extra help, to be placed in a workshop for a specific skill. Teachers assist students within an inclusion setting by utilizing scaffolding techniques, modeling and making other necessary accommodations according to each individual student's IEP.

Student Understanding of Performance Levels

A practice that is evident in most LIS classrooms is the posting of lesson objectives on the board so that students know what they are going to learn and what is expected. GLO's are posted as well and are tied to the assignments. Springboard and Go-Math have learning targets for each activity (standard-based). Weekly agendas are posted on the board. Some teachers have weekly targets and use personal portfolios.

Teachers employ the use of rubrics with assignments that allow students to self-assess their work in progress. These can be either teacher or student created rubrics. The rubrics are used to provide guidelines for what students need to know and be able to do.

Teachers conduct oral consultations and may offer praise (usually one-on-one) to provide specific or descriptive feedback on a student's progress. Other teachers utilize technology that has immediate feedback embedded within the technology, such as with Khan Academy in the Math department, Google Classroom, Goobric and Imagine Learning used by the ELL department. Students can access their reading Lexile scores. The PE teachers use heart rate monitors and pedometers to give feedback on student health status. Some teachers have begun using the Kahoot website as a way to provide immediate feedback in an engaging manner.

Students' Feedback

The staff reviews the results of the Student Quality Survey and student Tripod surveys for insight on changes that might be implemented based on the student surveys. Teachers also review the general school wide SBA results.

C2. Instruction Criterion – Rigorous and Relevant Instruction

Current Knowledge

Teachers have attended workshops and trainings sponsored by Hawaii DOE regarding Common Core instruction and also by publishers for the implementation of the curriculum being used (Go Math, Springboard). Some teachers have attended workshops and seminars dealing with adoption of the Next Generation Science Standards and the C3 Framework Social Studies Standards. Teachers discuss and share powerful practices and other teaching strategies during quarterly articulations and staff meetings.

Student Engagement

Teachers have worked to create more project-based activities in their classrooms to challenge and engage their students. Some examples are:

- 8th grade honors Science students must develop and explain a proposal for NASA to build a lunar base that addresses 9 essential life elements.
- 8th grade students held debates in their Social Studies classes.
- 7th grade students in Social Studies are challenged to take an historical event and reimagine a different solution to the problem encountered in the event.
- 7th grade students in ELA participate in Peer Revision Counseling triads. Each student rotates roles with the goal of providing analysis and suggestions for improving written assignments.
- 7th grade students in another Social Studies class explore the idea of immigration in history through the choice of being a detective, artist, or profiler and creating either an alphabet book, newscast, or newspaper.
- 6th grade Science students choose one of three world problems, develop a hypothesis, and design an experiment to test that hypothesis, and then make a presentation to the class about the problem.
- 6th grade Social Studies students have to write an analysis of why they think Julius Caesar was killed based on a limited number of primary and secondary evidence pieces.
- The Robotics elective students must plan, design, build, program, and drive a robot in a

classroom and compete in the district competition.

- Media Production students propose story ideas to the PBS Hawaii show, Hiki No and work with show producers to develop content for statewide television.

Teachers as Facilitators of Learning

As it currently stands the overall consensus among core subjects is at the beginning of a unit; teachers will provide more direct instruction as a result but move toward more student directed as the unit progresses. The direct instruction and student directed instruction will vary based on lesson and objective. Teachers generally believe that 1:3 ratio between direct instruction and more student-centered activities.

Variety of Strategies

Teachers use a variety of strategies to support students' application of knowledge acquired and to communicate their understanding. Teachers provide essential, reflective, critical, analytical, and integrative questions to ask students to show they understand the curriculum. They use assistive strategies such as sentence frames to scaffold students communication of their knowledge. In some cases, teachers encourage students to generate their own curriculum-based questions as a knowledge communication tool.

LIS has retained many of its elective classes to promote learning for the "whole child," as opposed to just core classes. Electives offered include: Computer Science, Art, Choir, Band, Robotics, Drama, Team Sports, Piano/keyboard, Ukulele, Yearbook, 7th and 8th Study Skills, Health, Creative Writing, Teen Health, Media Productions, Shop, and Digital Media. The elective teachers involve their student in challenging learning experiences that not only achieve the GLO's, but frequently support the curriculum in other subjects. The school has worked to develop a minimum level of technology for each teacher to use in the delivery of content.

Teachers use Google Apps and Achieve 3000 across a variety of subject areas to provide content at the student's reading level and a place to practice their writing skills. While not used extensively, both the Go Math and Springboard curriculum have online components available for use. The Math department frequently uses Khan Academy to help differentiate instruction and practice with students. The ELL department makes use of the Imagine Learning site to aid in language development for their students. Some teachers use the BrainPop, Socrative and YouTube websites to deliver mini-lessons.

Application of Learning Strategies

Teachers use a variety of strategies to support students' application of knowledge acquired and to communicate their understanding. Teachers provide essential, reflective, critical, analytical, and integrative questions to ask students to show they understand the curriculum. They use assistive strategies such as sentence frames to scaffold students communication of their knowledge. In some cases, teachers encourage students to generate their own curriculum-based questions as a knowledge communication tool.

Teachers use a variety of strategies to support students' communication of their understanding, including writing, speaking, performance and the creation of other products. For example,

teachers encourage Collaborative Conversations among groups of students, provide opportunities for students to present to the class (Powerpoint presentations, videos, performances, models, products, etc...), utilize classroom tests, quizzes, performance tasks and other project-based learning opportunities. Students are using Chromebooks and iPads throughout the campus to access information readily and to be able to add facts, images, and graphs to their paper or presentation.

Beyond the use of computers teachers provide a variety of other tools to help students construct knowledge. Here are some examples of the different tools being used:

- Math classes have a variety of manipulative to help students build knowledge in geometry and algebra.
- 6th grade Science classes use triple beam balances for measuring and circuit boards for exploring electronic circuits. Other 6th grade Science classes use stop watches and calculators to measure time and compute speed.
- 7th grade Science classes use a variety of tools including triple beam balance, meter sticks, measuring tape, and graduated cylinders for a variety of measurements. They make use of various materials to build models of DNA and mitosis. They use a dichotomous key to help identify items in the natural world.
- Math department has worked to increase the number of performance tasks in their classes. These tasks provide ample opportunities for students to demonstrate thinking, reasoning, and problem solving.
- This year the school is focusing on the close reading process. Last year's focus was on collaborative conversations.

Real World Experiences

The Renaissance Program provides students opportunities to perform at least four hours of community service doing a variety of projects that allow them real world opportunities. The Garden Program, facilitated by the Grow Some Good organization, allows many students to learn about the growth process and sustainability of produce as well as getting hands on experience growing some of the produce.

Media Production students work with PBS Hawaii in the creation of content for the television show, Hiki No. Special Education students prepared job interviews that are conducted by local business people. Students get the opportunity to go through the interview process and get feedback on their performance. The school has expanded its school-sponsored athletic programs that provide students the opportunity to work as a team. They learn how to blend their skills with other students towards a common goal.

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

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

1. Close Reading and Collaborative Conversation strategies utilized across the curricula.
2. English, Science and Social Studies classes utilize Achieve 3000 to increase students' Lexile Level.
3. Teachers are utilizing technology resources to enhance learning
4. Majority of staff are incorporating TRIBES activities into their homerooms and classes.

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

1. Implement differentiated instructional strategies for all learners.
2. Continue schoolwide Close Reading and Collaborative Conversations strategies.
3. More teacher collaboration time is needed.
4. Integrate content-based supports and TRIBES activities.

SUPPORTING EVIDENCES

Self Study Report
FOL Group
Data Team
Leadership Team
Walkthrough Observation

CHAPTER IV: CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Professionally Acceptable Assessment Process:

Lahaina Intermediate School conducts a Comprehensive Needs Assessment (CNA) based upon the Victoria Bernhardt model. For the past two years, the school begins each year with analyzing school wide data using the four multiple measure; demographic, perceptual, school processes, and student achievement data. This data is used to determine areas of focus through identifying areas of strengths, challenges and implications that inform the development and modification of the Academic Plan.

Assessment at LIS is divided into three processes: the assessment (tools), analysis and monitoring of assessments and communication of results. With the data from multiple measures of assessment being administered to students, the Data Teams (DT)/ Instructional Leadership Team (ILT) processes are then used to analyze student performance and monitor progress. These quarterly assessments are used to develop strategies and interventions for all content and/or grade levels.

Although an infrastructure exists for the communication of results for all stakeholders including the online parent information portal, it is currently not an optimal option based on the low participation with the process. Other effective communication methods are being sought through the collective efforts of the School Community Council, Parent Teacher Student Group and Parent Community Network Coordinator.

Basis for Determination of Performance Levels:

The school is in the beginning stages of implementing data analysis mechanisms such as the Data Teams. Data Teams are organized by grade levels and departments to analyze data and identify an area of focus. However, an Instructional Leadership Team which is similar to the Data Team, was conceptually introduced as a complex area initiative. This ILT is tasked with the analysis of data, and takes action to address concerns derived from the data, then monitors and improves the process based on outcomes.

With taking steps towards being standards-based, the data team meetings took on a more focused approach of examining student work and identifying a common cycle focus, coupled with the broad TRIBES PD to promote quality student learning and teaching. Scaled back from the data team process was the depth of understanding the Common Core Standards.

Even though standards-based curriculum and assessments were undertaken by the school, the teachers use data from STAR Universal Screening Assessment, Achieve 3000 Teen Biz, and teacher created formative and summative assessments. IDEA students are assessed annually in reading and sometimes math using approved standardized assessments. ELL students are assessed via the yearly WIDA ACCESS end-of-year assessment.

Student performance is currently shared in quarterly report cards using an A-F grading system and does not yet reflect standards based markings. School wide consistency is key as students progress from one grade level to the next. Student growth is determined by the comparison of the current data with those of the past data (e.g., performance in previous grade levels, attainment of grade level benchmarks and expectations).

Appropriate Assessment Strategies:

Teachers use a wide variety of formative assessments such as teacher posed questions, informal interactions with students and exit passes or reflections. To engage students in their learning, teachers use a variety of instructional strategies, including close reading and collaborative conversations which are two that are used school wide. Additionally, they provide opportunities for students to self-assess and reflect on the immediate learning experience. These processes are researched-based, best practices and are appropriate in that respect.

Demonstration of Student Achievement:

Smarter Balanced Assessment (SBA), which measures attainment of the CCSS, shows results of about 40% of LIS Students demonstrate achievement (proficiency) in ELA and 26% achievement in Math. Additionally, STAR Universal Screener, Khan Academy and Achieve 3000 Teen Biz inform progress toward meeting grade level benchmarks and skills. Content area data teams are able to look at standards attainment and student progress for their content area across all grade levels. Although there is no formal assessment presently to demonstrate the achievement of General Learner Outcomes (GLO), there is a committee tasked with creating measurable outcome rubrics.

Curriculum-Embedded Assessments:

Teachers meet as a content or program department during quarterly articulations and bi-monthly after-school Data Team meetings. The teams examine the *Springboard* program for ELA and *Go Math* program for Mathematics, as both have curriculum-embedded assessments that are aligned to the Common Core State Standards (CCSS). The Social Studies Department serves as an example of cross content where curriculum embedded assessments are used.

Student Feedback:

Students' reflections, self-assessments, and goal settings in both formal and informal methods offer students the opportunity for increased ownership of the learning process. It is unclear at this time because LIS currently has varying practices to solicit student feedback and a standardized practice has yet to exist.

Differentiating the Teaching/Learning Process:

Although multiple measures are available to administration and instructional staff to collect and analyze data to make decisions and changes in the curricular and instructional approaches, one area of continued improvement is assuring that classroom level assessments are standards-based, valid, reliable, articulated vertically and horizontally across the content. Whereas, the self-study indicates data driven changes to instructional practices, it had not yet been able to evaluate its effectiveness.

Monitoring of Student Growth:

According to the self-study, teachers participate in two formalized systems, Data Team and ILT with varying levels of participation and implementation to monitor the progress of all students towards the academic standards. Teachers also report there is no formal system in place to monitor the progress of all students towards meeting the GLOs.

Assessment and Monitoring Process:

The Academic Plan is shared with all stakeholders at faculty meetings and SCC meetings for feedback and approval. There are several stakeholder groups involved at varying levels in assessing and monitoring the student progress. The community is primarily engaged in the learning process through the SCC and as Renaissance Program partners. The Renaissance Program through its Partners in Living

and Learning program monitors student progress in three areas: Academic Performance, Behavior and Community Service.

The school also receives support from the complex area. Based on its Academic Plan's desired outcomes and identified enabling activities, the staff received school wide formative assessment training, a PD on descriptive feedback and examining student work, as well as, Social Emotional Learning with Diana Browning Wright as evidenced by the initial form of a Belief Survey.

Reporting Student Progress:

There is a process in place to inform parents and other stakeholders through in-person meetings, phone calls, Infinite Campus online information, and hard copy reports. However, the participation has been limited. The school could improve by providing more communication to parents in their native language and by catering to parents without access to technology by mailing student achievement rather than sending home with students.

Modifications Based on Assessment Results:

Lahaina Intermediate uses assessment results to modify the school curriculum and allocate resources. Title I funds are used to close the achievement gap of disadvantage students. Learning Labs were created years ago to provide additional tutoring and computer access to disadvantaged students before and after school. Additionally, Title III funds are used to create an additional open period in an effort to provide ELL students time for one-on-one or small group support, such as testing, language acquisition skills and tutoring.

**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

1. STAR is used as a universal screener for all students three times per year. Additionally, there are multiple measures available to analyze and monitor student progress.
2. Mechanisms (Data Teams, ILT, CSSS) are in place to analyze assessments to purposely allocate resources, content instructional targets and interventions based on student needs.
3. Administrators and teachers create a system of support for students through before and after school Learning Labs and additional open period for ELL students.

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

1. Teachers create formative and summative assessments that directly address CCSS and Standards-based grading
2. Data Teams, both as grade level and department groups, have been collecting and

analyzing data for over five years. Refine the mechanism for school improvement to continue the cycle of planning, assessing and monitoring student progress effectively.

3. Looking forward, while addressing the Whole Child through the TRIBES curriculum and Building a Positive Community – A Sense of Belonging, create a measure for the General Learner Outcomes as well as, a comprehensive outcomes framework that speaks to academic, character, physical and social emotional well being.

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

Self Study Report
FOL Group
Data Team
Leadership Team
Walkthrough Observation

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

School Culture and Support

The school community, including administration, staff, students, parents and community are committed to the vision and mission of the school. A safe, orderly and respectful environment permeates throughout the school.

In 2014, the current principal came on board. One vice principal has been at the school for five years and the other vice principal joined this year. The Leadership team, which includes the administration members and representatives from the various departments, is in charge of developing, implementing, monitoring and revising of the Academic Plan. The Plan is reviewed and revised on a yearly basis. The Plan is then reviewed by the staff and then sent to the SCC for approval.

The school provide students with many opportunities to “strive for excellence” across a wide range of areas. They include STEMworks, Honors program, Garden Program, After School Tutoring, Learning Labs, Robotics, Student Success Coach, Craft Club, Spelling Bee, Field Trips, Counseling Services, and Computer Literacy Program. Athletics such as wrestling, volleyball, football and basketball are offered.

The library is open before school and at recess for students to study, read, research or use computers independently or with the assistance of the librarian. The learning lab allows for students who do not have access to technology at home to work on their academics.

The school offers a comprehensive educational program with electives in band, chorus, shop, drama, art, yearbook, graphics and robotics. The school uses an inclusion model of education for students. There is a Hawaiian Immersion program - Ka Papahana Kaiapuni on campus. Additionally, Aloha House provides an on-campus substance abuse counselor servicing all students and assisting with their behavioral, emotional, and social issues.

There are many students who do not take advantage of the support services available to them for reasons including transportation, disinterest and not enough slots. The school needs to increase the enrollment in these programs and service students depicted as helping them be successful. The inclusion model is in progress but is not implemented in a way to maximize the co-teaching opportunity.

Awards program for students and staff such as Renaissance Program, Staff of the Month, Staff to Staff of the Month, Makana`ike, Perfect Participation, Staff Star Barbeques, Staff Gotchas, Student Recognition Programs, Student Community Service Hours, and Gardening Project are offered. However, the school is lacking data to support its impact on school improvement.

The school has developed strong positive relationships with the businesses in the community. They have partnered with hotels, including the Royal Lahaina, Westin Maui, Napili Kai, Sheraton and Kaanapali Beach Hotel and businesses like TS Restaurants for several programs like, Leilani's Staff rewards support teacher in Xterra trail run, Games 'n' Grindz, a part of the Renaissance Program and the American Heart Association.

Community resources are anecdotally used effectively but could be improved. The tracking of the impact of these supports needs to be better monitored in order to accurately evaluate their effectiveness and make sure the recruitment targets those students who need these supports most.

The school ensures that students, parents and other members of the school's community understand and are committed to the school's Vision, Mission, the GLOs, academic plan and school research-based programs such as the Renaissance Program and TRIBES through grade level assemblies, open house and other communication tools such as the school newspaper, announcements, letters, Infinite Campus, School Connects, the automated caller system, and social media.

The school is moderately effective in the area of ensuring that parents and the school community understand student achievement. School Community Council, Parent-Community Networking Coordinator, Parent Teacher Student Association are venues that offer parents opportunities to get involved with the schools. The school offers a parent visitation week, open house and 6th grade orientation programs. The parents feel that the school is doing a good job at educating their children. The school can improve parental interest and engagement by providing better opportunities for parents to visit the school. In addition, the school could improve communications with parents and provide training as some parents were not aware of how they could track their child's academic progress.

The school has contracted two service providers, Targeted Leadership Consulting and Catapult Learning. Targeted Leadership Consulting meets with the school's instructional leadership team monthly to develop leadership capacity in the school to improve academic achievement for students based on actionable data. Catapult Learning is planning to conduct a school level ELL Comprehensive Needs Assessment and based on the finding provide to support to coaches and teachers to design and deliver instruction tailored to meet the needs of the ELL student.

The school is currently in compliance with required health and safety guidelines and procedures and relevant staff such as cafeteria, security and custodial are trained as required for their duties. Staff including, educational assistants and custodians are willing to go above and beyond their regular duties to maintain safety and improve the school's learning environment. School staff, students and parents feel that a safe environment exist at the school.

Each year a CNA is conducted. For the past two years, the school begins each year with analyzing school wide data using the four multiple measures; demographic, perceptual, school processes, and student achievement data. The school identify strengths/challenges and implications for developing and modifying the school's Academic Plan. Once the school or departments determine the areas of focus the school then utilizes the Data Team/Instructional Leadership Team process to analyze student performance and monitor.

Data Teams meet as collaborative groups by department to analyze assessment scores and plan curriculum and instructional strategies to meet students' needs as determined by student achievement data. Teachers discuss successful instructional strategies for student learning.

On a voluntary basis, teachers formed the Culture and Climate Committee to address behavior and disciplinary concerns. In school year 2016-17, the committee began with set procedures for Class D offenses handled through the teacher-leaders of the Culture and Climate Committee. Implementation of the TRIBES program provides a framework for school/classroom behavior expectations and posted GLO posters help establish learner outcomes. Morning broadcasts reinforce campus wide expectations, school mission and vision statements. Homerooms teach monthly character values. School planners provide summaries of school policies. Culture and Climate Committee has revised the discipline plan which thus far in 2016-2017 has resulted in fewer referrals and suspensions. The school currently does not have a behavior expectations matrix or lessons to teach students the expected behaviors, however, the Culture and Climate Committee is in the process of developing these items and should at a minimum complete a draft by the end of the 2016-17 school year.

Some areas for improvement include ensuring all teachers have applied TRIBES strategies with fidelity, homerooms often times do not have sufficient time to teach character education since morning announcements typically take up the majority of time. Another area for improvement is clear, concise and aligned behavior expectations that consolidate GLOs, values of the month, TRIBES etc. that will allow these behaviors to be directly taught and improved tracking of detention room attendance and procedures. In addition, tracking of the parent return rates for the discipline plan could be better monitored.

Based on their findings this year, the staff decided that the school needed to focus on reading for understanding and incorporated close reading strategies (annotating the text). The school used the Instructional Leadership Team to process for their first cycle of instruction based off of the school analyzing the school wide data. Each content area then meets Data Teams based off of the identified focus area. Each team uses the six step Data Team cycle where the team collects and charts data based off of a common formative assessment (CFA). The teams identify standards they will focus on during this cycle and analyze student work and identify strengths and needs. The team then sets SMART Goals and identifies instructional strategies.

Inclusion at LIS is in place; however, there have been differences in opinion as to general education and special education and ELL teachers' duties. To address these issues, the principal and leadership teams delineated duties and shared with staff a working document that defines roles and responsibilities.

The Principal and Leadership team encourages PD and learning opportunity ideas from all teachers, and they are examined in light of their Academic Plan and identified Priority learning needs. Support of PD and learning comes from follow-up opportunities and through sharing of implementation in GLCs, Leadership, and Data Teams. An example of this is in SY 2015-16, staff decided to undergo the training required to be considered a TRIBES school again.

The majority of the school community consistently demonstrates trust, respect and professionalism according to the School Quality Survey (SQS). As part of the Renaissance Program, staff of the month nominations from students and staff are done each month to recognize peers and although there is only one winner, each staff nominated receives a small reward and a copy of their nomination.

Custodial and cafeteria staff is responsive to the needs of other staff requests for student activities and other special events. The Library schedule is flexible to meet the needs of students (e.g. life skills class students are treated with respect and dignity by being embraced by staff around campus). Quarterly there is also the Star Barbeque to build relationships with all staff.

While on the surface the school may appear to have a high degree of trust, respect and professionalism, there is an undercurrent of the contrary in pockets of dissonance. This is being addressed by improving respect for all members of the learning community through the re-implementation of TRIBES training for staff and activities for students. The administration is working to build trust through transparency, such as all Leadership Team meeting minutes posted in Google docs and open to all staff, soliciting stakeholder input/feedback on major decisions and working to honor time in meetings, etc.

The Comprehensive Student Support System is in place to address students who need extra support, academically, behaviorally or both. Recently, a new substitute Student Services Coordinator and clerk have accepted their positions. Aloha House provides substance abuse counseling for students. There is also an agency counselors will call for students in crisis and an outside provider will send a crisis counselor to assist the student with a safety plan

There is a need to evaluate the effectiveness of programs and structure school-wide. A systematic review of regular education students is not conducted regularly. There is a need to clarify criteria to access services for these students.

Currently, all students do not have access to a challenging, relevant and coherent curriculum. Only identified and qualified students receive Individualized Education Plans, 504 Plans, Student Success Coach Services and English Language Learners support. Other than special education and study skills courses, alternate schedules are not available. An RTI system or framework does not exist.

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

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

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

1. The school community, including administration, staff, students, parents and community are committed to the vision and mission of the school.
2. A safe, orderly and respectful environment exist throughout the school.
3. The school provide students with many opportunities to “strive for excellence” across a wide range of areas.
4. The school has developed strong positive relationships with the businesses in the community.

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

1. The administration needs to build trust through transparency with effective communication plan.
2. School needs to create an effective RTI system and train staff.
3. The roles, purpose and responsibilities of each group (e.g., Leadership, ILT, Data Teams, Department, etc.) need to be delineated and communicated.

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

Self Study Report
FOL Group
Data Team
Leadership Team
Walkthrough Observation

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

Comments

Lahaina Intermediate School is continuing its growth to meet the challenges of becoming an effective school embracing the tenets of middle school. The previously identified strengths and critical areas for follow-up have been highlighted in the Self-Study Report. LIS has addressed some areas of the last Visiting Committee Report and continues to embed those strength and growth areas into its school development.

The Visiting Committee generally agrees with the findings in the self-study report. This section summarizes the school-identified areas of strength and areas for growth across all five school wide criteria as identified by the Visiting Committee.

The Visiting Committee recommends that the school utilize these areas of strength and critical areas of follow-up to make appropriate adjustments to its Academic Plan.

Schoolwide Areas of Strength

- The school has a strong core of teachers, is dedicated to its students, and exhibits a love of learning. Staff knows their students and this contributes to the positive school culture.
- Close Reading and Collaborative Conversation strategies utilized across the curricula.
- Teachers are utilizing technology resources to enhance learning.
- There is progress towards implementing research-based, standards-based instruction, including CCSS.
- Mechanisms (Data Teams, ILT, CSSS) are in place to analyze assessments to purposely allocate resources, content instructional targets and interventions based on student needs.
- The school provide students with many opportunities to “strive for excellence” across a wide range of areas.

Schoolwide Critical Areas for Follow-up

- An excellent communication system is a hallmark of successful organizations. LIS should examine its current communications systems and meeting structures to evaluate their effectiveness. New models of communication and meetings should be developed with input from all staff and that focuses on the entire LIS community (school, Complex schools, parents, businesses).
- The administration needs to build trust through transparency with effective communication plan.
- The roles, purpose and responsibilities of each group (e.g., Leadership, ILT, Data Teams, Department, etc.) need to be delineated and communicated.
- Implement differentiated instructional strategies for all learners.
- LIS struggles with common planning and collaboration time for teachers across content areas (interdisciplinary instruction), by grade levels (vertical articulation), and for modifications/interventions of RTI or high needs students (inclusion). The school should

develop a school schedule which facilitates planning and collaboration time, but with an emphasis on what best meets the needs of the students.

- Collaboration Time: a) an increase for grade level teams to plan interdisciplinary units; b) per SBA data, inclusion program to have open communications among the SPED, ELL, general education, monitoring and various teachers.
- Data Teams, both as grade level and department groups, have been collecting and analyzing data for over five years. Refine the mechanism for school improvement to continue the cycle of planning, assessing and monitoring student progress effectively.

Chapter V: Ongoing School Improvement

BRIEF SUMMARY

The current school year's LIS Academic Plan addressed some of the recommendations to follow-up from the previous WASC visit, which includes implementation of the ART, FOL, and Data Team processes. Also, the use of multiple assessments to monitor student achievement and WASC training were addressed.

This SY 2016 -17 Academic Plan was developed around the two goals as defined by the state. Many enabling activities were directed toward teacher professional development rather than student centered learning.

Stakeholders of Lahaina Intermediate School are becoming aware of the goals of the Academic Plan that are supported by the expenditures identified in the Financial Plan.

Two of the strengths identified by the WASC Visiting Committee (March 2017) are:

- the development of mechanisms such as DT and ILT organized to collaborate and to improve instruction
- Relationships.

The existing factors that will support school improvement are the willingness and desire of the school administration, staff, parents, and other stakeholders to improve the quality of instruction to meet the academic needs of all students. There is willingness by all stakeholders to participate in activities that will support ongoing school improvement.

It is assumed that the LIS administration and teachers will include the Critical Areas for Follow-up based on the recommendations from the WASC March 2017 Visiting Committee into their 2017-2020 Academic Plan..