

**SELF-STUDY VISITING COMMITTEE REPORT**

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

**FOR**

**Robert Louis Stevenson Middle School**

**1202 Prospect Street  
Honolulu, HI 96822  
Honolulu School District**

**December 7 - 10, 2020**

**Visiting Committee Members**

Kimberly Born, Chairperson  
California Department of Education

Marcia Balinbin, Member  
Vice Principal, Henry Perrine Baldwin High School

Ursula Kawaguchi, Member  
Principal, Wahiawa Middle School

Sydney Villegas, Member  
Teacher, Lahaina Intermediate School

## CONTENTS

<b>Preface .....</b>	<b>2</b>
<b>Chapter I: Progress Report .....</b>	<b>3</b>
<b>Chapter II: Student/Community Profile .....</b>	<b>6</b>
<b>Chapter III: Quality of the School's Program .....</b>	<b>9</b>
<b>Chapter IV: Synthesis of Strengths and Critical Areas for Follow-up .....</b>	<b>30</b>
<b>Chapter V: Ongoing School Improvement .....</b>	<b>35</b>

## Preface

Robert Louis Stevenson Middle School (RLSMS)'s General Learner Outcomes (GLOs) include the following:

1. Self-Directed Learner: The ability to be responsible for one's own learning.
2. Community Contributor: The understanding that it is essential for human beings to work together.
3. Complex Thinker: The ability to demonstrate critical thinking and problem solving.
4. Quality Producer: The ability to recognize and produce quality performance and quality products.
5. Effective Communicator: The ability to effectively communicate.
6. Effective and Ethical User Technology: The ability to use a variety of technologies. effectively and ethically.

According to the RLSMS 2019-20 HIDEOE ACS WASC self-study report, the process enabled staff to revisit values and beliefs, programs and initiatives, to analyze data, and to evaluate each in its support in closing the achievement gap and increasing student achievement for all students. For the past six years, RLSMS has consistently used the Plan Do Check Act (PDCA) cycle to have Focus Curriculum, Instruction, Assessment, and Management (CIAM) Groups monitor and measure outcomes on a bi-quarterly basis at Faculty Meetings.

The administration identified CIAM leads for each group and Leadership Team members selected teachers for each of their groups. Each focus group consisted of equal cross representation of the school. The Curriculum Coordinator provided task instructions for upcoming focus group meetings to CIAM leads. CIAM leads reviewed, then facilitated bi-monthly meetings related to assigned tasks, indicators, and prompts. Focus group members gathered resources and evidence for each task and embedded them in electronic files for future meetings. Summaries of findings were added into the electronic documents provided to the focus groups by the Curriculum Coordinator through November 2019. Copies of the final version of the self-study report were provided to all school stakeholders in February 2020 for review.

## Chapter I: Progress Report

Since RLSMS's 2014 self-study report, the school has made progress on GLOs and goals seen below to varying degrees of success.

**Goal 1:** Student Success

**Goal 2:** Staff Success

**Goal 3:** Successful Systems of Support

The 2017 GLO academic plan incorporated each of the critical areas for follow-up as described by the 2014 visiting committee. According to the 2020 RLSMS self-study report, progress on the critical areas for follow-up are as follows:

**Critical Area #1:** Continue to build shared responsibility and leadership with all stakeholders progress include:

- RLSMS continues to build shared responsibility with teachers and students and parents. RLSMS continues to communicate with parents via email blasts and school website which was recently updated for ease of use and improved organization.
- Regularly scheduled ART and Instructional Leadership Team (ILT) meetings.
- Priority Strategy Leaders attended district CAST meetings and brought back information to the faculty.
- Quarterly family involvement, community partner collaboration, family engagement activities (survey parents).
- Schoolwide character ed activities, PBIS (Buc Rewards, Buc of Week)
- Regular Data Impact Team (DT) cycles.

**Critical Area #2:** Improve accountability and monitoring of the effectiveness of provided Professional Development (PD) progress include:

- Created a structure for accountability through the use of Google for DT and Faculty meetings where everyone is expected to share their progress for the quarter.
- Data from ILT walk-throughs is analyzed and used to inform next steps including input training, professional reading, and the powerful practice for the next cycle. Data shows that implementation of ILT's powerful practice in most classrooms is still at the compliance level. Implications might be to utilize time to articulate and plan. Such planning might include common scaffolded curriculum maps that includes pre/mid/post assessments, and differentiation options. Resources could then be uploaded onto a website with resources for that PD.
- Implementation of the ILT Cycle of Professional Learning includes peer observation, targeted walkthroughs, data teams, and faculty sharing of results.

**Critical Area #3:** Articulation with feeder high school is informal and not monitored for

Effectiveness progress include:

- Vertical articulation with other schools occurs on complex PD day on an annual basis. The implication is that more time is needed as well as a system for monitoring the effectiveness of the articulation needs to be established and maintained between all the schools.
- Secondary Complex PD day focused on SBAC and allowed time for vertical articulation with corresponding departments
- 5th grade students from feeder school annually visit the campus
- 8th grade students from RLSMS annually visit Roosevelt High School
- Math Departments from RLSMS and Roosevelt High have a shared Math folder in Google Drive
- Built a partnership with the Roosevelt Counseling Department Head, Curriculum Coordinator and Principal of Roosevelt High School to help the high-risk students successfully transition from the Na'auao program to their CCSS at their site

**Critical Area #4:** Student centered classrooms found only in certain classrooms on campus still appears to be a challenge. Progress includes:

- 1st Semester Focus on Differentiation and Student Engagement- In particular using tiered instruction
- PD on Socratic Seminar
- Student Engagement Surveys used as well as targeted walkthrough
- Tripod data is analyzed to reflect on teaching and identify areas for improvement
- School-Wide Focus on Critical Thinking through Questioning and Problem-Based Learning

**Critical Area #5:** Consistent use of formative instruction by teachers to change instructional practices and to differentiate instruction progress includes:

- Classroom assessment data is collected, recorded, and analyzed but most of it remains at the surface level. Implications for the DTs or Department Meetings are to make time to do both vertical and horizontal planning and collaboratively analyze student achievement data throughout the year. During which time departments might create Data Walls to track their student's progress using multiple measures that are reflected on the Strive HI reports such as but not limited to: prior grade SBAC scores, RTI/504/IEP supports, ethnicity, gender, pre-assessment data, mid-quarter data, post-assessment data, and at the end of the school year, current grade SBAC scores. Grade level teachers within a content area would calibrate their targets, curriculum, and instruction to ensure the validity and integrity of the common formative assessments (CFA). Therefore, demonstrating the direct impact that any given teacher is having on student learning. Vertical and horizontal planning within content areas could also minimize any misconceptions, etc.
- Weekly implementation of DTs
- Differentiated instruction is embedded in the DT process and DT slides that each

- department regularly discusses and completes
- 1st Semester Cycle of Professional Learning focused on differentiation
- Purchased Mastery Connect to enable teachers to easily administer and track student's needs through 2018-19. This was then replaced by i-Ready's Standards Mastery in some math and ELA classes

**Critical Area #6:** School cleanliness remains an issue. Ideas to address include:

- Additional recycling and trash bins around campus and designating homerooms to take care of specific areas around campus so they value and respect the school grounds.
- Surveys administered to students
- Student Council presentation to the custodial staff regarding student bathrooms
- Custodial staff work schedules adjusted to maintain cleanliness
- Student Council launched an Anti-graffiti campaign which included student feedback on how to encourage school pride and discourage graffiti
- More university logos painted on campus walls
- More art painted on campus walls
- More hall passes and consequences implemented
- Security strictly monitor the campus
- Posters in bathrooms to remind students to respect the space
- Campus clean-up encouraged schoolwide participation
- Student Council gathered feedback from students and presented to administration and respective staff members
- Gates and security cameras were added to protect the inner buildings and campus courtyard

**Critical Area #7:** Limited progress has been made for a process for evaluating the support strategies to determine effectiveness of these activities. However, work includes:

- AVID and Na'auao continue to monitor their program's progress due to requirements tied to their funding. Similarly, after-School programs funded by the REACH grant are now responsible for tracking data including grades checks in 2016-2017
- Na ' auao- iResults
- AVID Site Team meetings
- Na ' auao- Weekly Program Meetings

## Chapter II: Student/Community Profile

RLSMS provides middle level education (grades 6-8) to a community with a diverse ethnic and socioeconomic population located in Honolulu. The surrounding community includes Mānoa, upper Makiki, and Papakōlea. The neighborhoods consist of single-family homes, high-density condominiums, and apartments. The majority of RLSMS students feed into Roosevelt High School, a public high school across the street. Depending on geographic location, a small number of RLSMS students attend McKinley High School.

**Vision Statement:** Robert Louis Stevenson Middle School is an ‘ohana that cultivates a community of leaders who are empowered to pursue their passions and dreams.

**Mission Statement:** Robert Louis Stevenson Middle School utilizes innovative, exciting, and learner-centered practices.

RLSMS's student achievement data indicate a trend that emerges from multiple measures of data is the need for instructional program coherence. By focusing on instructional program coherence, RLSMS intends to accomplish student engagement and learning and teacher effectiveness. Such focuses would improve instruction for all students, with the goal is to increase impact on the high needs students, to include English Learners (ELs), students with disabilities, and disadvantaged students.

RLSMS's student enrollment has increased over the past six years. Sixth grade seems to be the most significant contributor to the increase in student enrollment. Based on the number of geographic exceptions and the parents who attend our parent orientations for incoming 6<sup>th</sup> graders, the increase in enrollment could be attributed to the shift in the public's positive perception of RLSMS. However, with the incoming 6th grade class for the 2020-21 school year being the kindergarten class that began the July 31<sup>st</sup> birthday cutoff, RLSMS expect the enrollment to significantly decrease. In 2019-20, RLSMS total student enrollment was 647 students.

Enrollment trends by race reveal much diversity with Asians being the largest combined demographic population at 38%. Students identifying as multiple ethnicities is the second largest population at 23%. However, a disaggregated review of the race data shows Japanese accounts for 21% of the population, and Native Hawaiians make up 16% of the school population. Filipino (12%), Chinese (10%), and White (9%) are the subsequent most represented subgroups. However, data shows RLSMS the ethnic diversity with at least 13 other major self-identified races that are not included.

RLSMS has a small population of active ELs (9.9%) and Special Education (SpEd) (8.5%) students. Students with low socio-economic status (SES) who need additional support with free or reduced meals makeup almost half of the student body (46.51%). Many of the ELs and SpEd students are also in the low SES subgroup. In terms of gender, there is no significant difference with slightly less males (49.3%) than females

(50.7%) enrolled at RLSMS. RLSMS indicate in the self-study report that RLSMS attendance overall average is 96.53%, above the 95% state attendance target.

In the 2018-2019 SY, 18.18% of the total student enrollment received at least one office referral, and 8.33% of students were repeat offenders. The number of student discipline by ethnicity since 2015 shows large increases in numbers by Pacific Islanders. The top three locations for student behavior incidences are in the classroom, common area, and breezeway.

For the first half of the 2019-20 school year, RLSMS had three administrator positions (1 principal, 1 vice principal, 1 temporarily assigned vice principal). Prior to the 2019-20 SY, RLSMS had 5 interim principals. The current administrative team was appointed in April and June of 2019. For Semester 2 of the 2019-20 school year, the administrative team consists of the principal and 1 vice principal (the second vice principal is TA-ing a district position for the remainder of the SY). RLSMS's teacher staff consists of 43 Classroom Teachers, three Counselors, one Curriculum Coordinator, one STEM Research Resource Teacher, one Registrar, and one Student Services Coordinator. With the exception of a few changes in educational assistants, security and paraprofessional tutors, the majority of the classified staff have been at RLSMS for more than 5 years. Taking a closer look at the certificated staff, half of the classroom teachers were hired within the last 7 years. In the last 2 years, qualified teachers (including the librarian) have left the school for based on military orders, retirement, and employment in State DOE positions, related to their advanced degrees. Recruiting and retaining teachers who can afford Hawaii's cost of living, share in RLSMS's values and beliefs about young adolescents, are prepared to independently teach rapidly developing young adolescents, and are highly-qualified in areas of need and according to ESSA law is an ongoing challenge. Limited numbers of teacher candidates within the Office of Talent Management has made it difficult to fill vacancies in science, art, and librarian.

To support students in their social-emotional learning, RLSMS started implementing Second Step, a Social Emotional Learning (SEL) curriculum, as a foundation for the Positive Behavior Interventions and Supports (PBIS) system. Both Second Step and PBIS are behavioral support programs that help all students make better choices in and out of the classroom. For students who need even more targeted support with positive choices, RLSMS partners with Adult Friends for Youth (AFY), a community non-profit that redirects high-risk students and assists them in identifying their strengths and potentialities through relationship-building and group mentoring.

In addition to behavioral support, RLSMS offers a variety of academic programs to ensure all students are prepared and successful in high school, college, career and beyond. During the school day, RLSMS provides a variety of learning experiences in a range of courses, including Ho'onui'iike (accelerated) classes, X-level classes, Reading and Mathematics Workshop (RtI) classes, and elective classes. Electives include Band, Music, Tennis, VACT (Video, Art, Computer, and Technology), Robotics, AVID (Advancement via Individual Determination), and STEM (Science, Technology,



Engineering, and Mathematics). The STEM elective introduces students to engaging concepts such as forensic science, car and rocket engineering, and game design.

In the 2017-18 SY, RLSMS Smarter Balanced Assessment (SBA) scores increased slightly for both ELA and Science whereas Math decreased slightly. For ELA and Math, the gap between the high needs (HN) subgroup and the non-high needs (NHN) subgroup persists. For Science, the gap between the HN and NHN increased. In the 2018-19 SY, scores for ELA decreased from 61% to 54%, Science scores decreased from 44% to 39% and Math scores increased slightly from 41% to 42%.

According to i-Ready results, each year the number of students proficient in both reading and math grows from the beginning of the year to the end of the year. However, RLSMS are seeing no significant growth from year to year. The percentage of students who measure two or more grade levels below in the spring of each year increased in both reading in math (math: 1.1% increase; reading: 5.3% increase). The number of students who are on or above grade level shows no significant changes. This could be an indication that Tier 2 intervention classes (Reading and Math Workshop) are somewhat ineffective in helping students to make any significant growth.

Strive HI indicators also changed slightly from year to year which makes it extremely difficult to identify trends. RLSMS high needs students are still significantly behind their non-high need counterparts. One Strive HI indicator that has not changed is the growth in Math and Reading. Math growth has decreased over the past five years and Reading growth continues to fluctuate. One contributing cause might be the change in standards, core curriculum, and state-mandated assessments. This year, RLSMS was identified as a Targeted Support & Improvement – Consistently Underperforming (TSI-CU). Based on STRIVE HI data for the past two years, RLSMS ELs and SpEd students, were in the bottom 10% of all the other middle school EL and SpEd subgroups respectively.

Closing the achievement gap has been a primary goal for RLSMS. One of the approaches employed as a means to close the gap is a multi-tiered system of supports (MTSS). The purpose of MTSS is to identify and address the academic and behavioral needs of all students, especially those farthest from meeting grade level standards. RLSMS currently has a MTSS that includes a universal screener and online instructional program, called i-Ready. As expected, iReady diagnostic data confirms the achievement gap reported by Strive HI. According to iReady, most of the EL and SpEd students are at least 2 grade levels behind, often appearing in the kindergarten to second grade proficiency levels in both Reading and Math. RLSMS is seeing growth in these aforementioned students. After the second iReady diagnostic, mid-way through the year, RLSMS is able to exit students from Workshop (tier 2 interventions) based on their growth. Based on i-Ready diagnostic data, the ELs seem to show more growth in both math and reading than SpEd students. One inference might be that SpEd students (of Pacific Island decent) do not see the value of i-Ready. Hence, they are less motivated to apply themselves on the diagnostic. Continued teacher collaboration, PD, and refinement of i-Ready implementation is needed to strengthen the current system of supports, improve the interventions provided, and close the achievement gap.

## **Chapter III: Quality of the School's Program**

### **CATEGORY A. ORGANIZATION**

#### **A1. Vision, Mission, and General Learner Outcomes Criterion**

**To what extent does the school have a clearly stated vision and mission (purpose) based on student needs, current education research, and the belief that all students can achieve at high academic levels? To what extent is the school's purpose defined further by academic standards, GLOs, and the school's Academic Plan?**

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

RLSMS's Academic Plan is monitored quarterly by the ART around the state mandated implementation of the three Academic Goals: student success, staff success, and successful systems of support. Necessary adjustments and revisions are regularly made based on student and program data. Teachers engage in making annual adjustments to the school's Academic Plan. The School Community Council (SCC), composed of teachers, classified staff, students, parents, and administration, meets regularly throughout the year to review, gain understanding, and find areas for support of enabling activities within the Academic Plan. SSC members are given the opportunity to gain understanding and offer suggestions for revision. School leaders, Curriculum Coordinators, and Title I Coordinators have recently been trained on the State's new 2020-2030 Academic Plan Template. RLSMS's vision and mission statements are clearly posted on the school website.

#### **A2. Governance Criterion**

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

RLSMS's program and operations are in alignment with the Hawai'i Board of Education's policies and rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawai'i Department of Education. The extent to which the school community understands the governing authority is limited. Stakeholder involvement is a consistent challenge. All casual and certificated staff must attend the opening of the school year meeting on an annual basis, during which time, select BOE/DOE policies and guidelines are reviewed with everyone. All of the state and complex initiatives are shared with faculty in email blasts from the state and the school's leadership.

Additionally, all school-wide initiatives are also shared with teachers in email blasts, as well as during Faculty meetings. SSC meetings are held four times a year, and APT meetings are held monthly to discuss how members of both organizations can be involved in school level decision making and/or events.

RLSMS administration employs teacher leadership as a means of gathering insights from faculty and staff. The school Leadership Team serves as a think tank to engage their peers and facilitate teacher clarity around the ways that the governing authorities' initiatives are manifested in the way they do business at RLSMS. However, there is an on-going need to collectively clarify where the school is now, where they want to go, and how they are going to get there.

### **A3. Leadership and Staff Criterion — Data-Informed Decision-Making**

**To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards? To what extent do the school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs?**

RLSMS has an effective school improvement planning process that implements ART routines using the state ART rubric along with ART Exercise 5 and 6 for assessing progress. All the teachers engage in the ART process during designated faculty meeting times, averaging about three times per quarter. Each teacher was assigned to diverse groups broadly categorized by CIAM. Each group was diverse with representation from different departments.

The school's Comprehensive Needs Assessment (CNA) is updated annually. The faculty collaboratively identifies and monitors specific enabling activities (EA) to address one or more needs in the CNA. Each group is led by at least one member of the Leadership Team where they discuss the progress of their EA based on data gathered. At the end of every quarter, each group self-assesses the progress of their implementation of their targeted EA.

At the end of 2017-18, RLSMS noticed a trend in the self-assessment ratings. Out of the three areas on the rubric, evidence of progress, is the lowest. This highlighted that the current system needs to be monitored to strengthen the checks and balances component. RLSMS needs to be diligent about justifying the ratings given and clearly connect ratings with qualitative and/or quantitative data. In school year 2018-19, with a series of administrative changes, RLSMS paused ART routines. However, there is a need to reestablish routines and find ways to improve.

SCC members meet at least four times a year. During the first meeting of the year, if there are new members the time is spent reviewing the by-laws which includes clarification on the role of the SCC. Members have a good understanding of their role and their opportunities for involvement as evidenced by the self-assessment.

The extent to which RLSMS engages in articulation with other schools is limited. Schools in the complex convene on an annual basis address common area of need. However, the articulation is not sustained. Thus, cross-school articulation is a need area. One way that schools in the complex address common goals and address common areas of need is through Title I Coordinator Meetings. Such meetings align to ESSA's definition of PD in that content is sustained, intensive, collaborative, job-embedded, data-driven.

The DOE applicant pool is limited. After several attempts at interviews of interested candidates, when the applicants do not suit the needs of the school, the principal has completed recruiting for qualified candidates. The principal is certified to conduct intake interviews for new teacher applicants and has been able to assist Teacher Recruitment and the Honolulu Personnel Regional Officer in the hiring of highly qualified teachers and classified staff at RLSMS. The principal has participated in District level recruitment trips to the mainland to assist in the recruiting and hiring of new and SpEd teachers for the Honolulu District schools, including RLSMS.

RLSMS administration works closely with the registrar to assign teacher lines based on teacher credentials, expertise, and area of licensure. Currently, 97.6% of teachers are licensed. In 2018-19, 90.5% of classes were taught by highly qualified (HQ) teachers. In 2019-20, 93.6% of classes were taught by HQ teachers. Non-HQ teachers develop PD Plans (PDP) as evidence of working towards HQ status. Teachers who are not highly qualified must attain HQ teacher status within the first two years of teaching. RLSMS administration approves and monitors the PDP. Administration also notifies parents and students of any teacher's non-HQ teacher status. Before teachers can focus on instructional strategies and assessment, the administration trains the entire staff in the maintenance of a safe, nurturing environment for all students. At the start of the school year, the administration reviews off-limit areas, assignments, and safety procedures with both students and teachers. All teachers are provided access to the electronic Teacher Handbook with school year calendars, responsibilities, teams, master schedules, discipline procedures, Board of Education policies such as harassment, Superintendent memos, responsible internet use, and leave procedures.

RLSMS teachers also receive a teacher version of the school planner. In addition, the administration provides instructional support training. All teachers were invited to participate in learning about the various cultures, socio-economic backgrounds, learning styles, and languages from experts in their fields. In addition to onsite/district mentoring, support from curriculum coordinators, department chairs, team leads, and administrators, the curriculum coordinators provide new teachers with monthly sessions to learn about school policies, procedures, curriculum, instruction, and assessment until they feel acclimated to the school. To build upon the foundation of Growth Mindset and the ILT Powerful Instructional Practices (PIP) Metacognition and Near Transfer teachers were focusing on during the second half of 2018-19, the administration reserved the January 2019 school PD day for teachers to learn from AMLE speaker and author, Grace Dearborn on "Conscious Classroom" strategies.

#### **A4. Leadership and Staff Criterion — Schoolwide Organization for Student Achievement**

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

Written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and faculty is effective, and the clarity and understanding of the written policies and procedures by administration and staff is effective, teachers have raised concerns about effective communication, specifically between Leadership Team and faculty and about meeting details and events. In an effort to improve, when teacher leaders meet, facilitators will strive for clarity before teacher leaders return to their departments/teams to gather input.

Effective structures for internal communication, planning, and resolving differences is somewhat effective because some of the teachers are still learning how to use the DOE Google Suite system and communication between the Leadership Team and faculty will continue to improve with support. A greater emphasis will be placed on written documentation (meeting minutes so faculty members can reference notes). Teachers are also aware that they must become familiar with the State Google Email/Drive system, but the administration has agreed to provide monthly hard copies of calendars for teachers who are still learning to use the system.

According to the self-study report, RLSMS leadership acknowledge that as other initiatives have taken priority over the years, that the implementation of middle level policies are implemented to varying degrees. The PBIS Committee has discussed tracking attendance of student members, but a system has yet to be put into place.

RLSMS also have been a recipient of the DOE REACH grant for three years. The PBIS Committee and Leadership Team have discussed future plans to examine club data for club enrollment and impact on TSI students, their attendance, sense of belonging, and achievement. The feedback from students was overwhelmingly positive for the fair. Similarly, students would like an opportunity to showcase the skills learned in clubs, thus planning a second annual Club Showcase assembly is scheduled at the end of the year.

#### **A5. Leadership and Staff Criterion — Research and Professional Development**

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

RLSMS teachers are encouraged to seek PD opportunities as a part of their on-going core professionalism and to attend school-level PD based on current student needs.

Time, personnel, materials, and fiscal resources are allocated for PD to occur. Pertinent data is collected by different systems, yet there is still a need to measure the direct effects of implementation and outcomes.

An emphasis in school years 2018-20 has been placed on how to examine student data and how equity in the classrooms must look different for each student who comes to us with different backgrounds and needs.

RLSMS's support strategies and accountability procedures to promote professional growth of staff is effective. Teachers also take part in school visitations to learn from master teachers and bring back best practices; department-driven discussions have led to the adoption of high-effect strategy adoption in classrooms. Educator Effectiveness System (EES) has effectively provided teachers an opportunity to receive feedback and have collegial conversations with their administration who can provide support. It allows for administration to collect information on where PD might be provided individually or in cooperative structures like DTs, professional learning communities, departments, ILTs, and/or grade level teams.

Individually and within departments teachers monitor student achievement through formative assessments administered and analyzed in DTs. Through the ILT, DT, and ART processes RLSMS have processes in place that measure the effects of PD.

#### **A6. Resources Criterion**

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

Resources allocations are consistently aligned with the school's vision, mission, GLOs, the academic standards, and the Academic Plan.

The RLSMS's budget is effectively aligned to the Academic Plan which is created by administrators and teachers. Over 90% of the school's WSF budget is allotted for salaries (teachers, administrators, support staff). The Master Schedule (teaching positions and assignments) supports the Academic Plan and where most of the salaries are attached. The remaining budget or operating fund is allocated to the various departments and curriculum areas, as well as to cover overhead expenses in the facilities, custodial, administrative areas.

Resources for the hiring, nurturing, and ongoing PD of well-qualified staff for all programs is available and used effectively to support RLSMS's vision, mission, GLOs, and identified student learning needs. In addition to what occurs at the school-level, the school is supported by the District Personnel Regional Officer, and new teachers are supported by the District Induction & Mentoring Program support team.

Procedures for acquiring and maintaining instructional materials are in place. However, with turnover in positions across the board, effectiveness is inconsistent due to the decentralization of the acquisition of instructional materials. RLSMS largely has facilities that enable the school to maintain a safe, functional, and well-maintained learning environment conducive to the educational program based on the school's mission and GLOs.

During the on-site visit, the visiting committee identified since the Covid-19 pandemic and transition to remote learning, the data analysis team moved from the bi-weekly meetings to every week. This change allows the leadership team to have more in-depth ongoing conversation about connecting student achieved data with curriculum, instruction and the school's overall academic plan.

**Areas of strength:**

- New vision and mission statement with input from community stakeholders, students, and staff
- Improving upon publicizing meeting dates and times using a variety of effective communication methods in an effort to increase parent and community input in the Academic Plan process
- PBIS Committee and Leadership Team have discussed future plans to examine club data for club enrollment and impact on TSI students
- RLSMS has an effective school improvement planning process that implements ART routines using the state ART rubric for assessing progress on the Academic Plan
- School-wide PD is driven by current student needs
- Recipient of the DOE REACH grant for three years

**Key issues:**

- Stakeholder involvement is a consistent challenge
- Articulation with other schools is limited

**Evidence:**

- RLSMS Mission and Vision Statement
- RLSMS Website
- Academic and Financial Plan
- Opening of the School Year Packet and School Faculty & Staff Admin Meeting Minutes
- Opening of the School Sign in Sheets
- Faculty Meeting Minutes and Slides
- Department and Team Meeting Minutes
- SCC Meeting Minutes, Self-Assessment, Assurances, and Principal Survey
- Student Led Conferences (SLC) signup sheets and survey results
- APT Agendas and Meetings
- Teacher Handbook
- Student Planner and Tripod Student Results

- SQS Survey
- Leadership Team Application
- CIAM/Focus Group Templates
- EES Manual
- Faculty Work around WASC Critical Areas
- Quarterly Meeting Calendars
- ART Routines
- Complex PD Day agendas and sign-in sheets
- Title I Meeting agendas and sign-in sheets
- I&M PLS Calendar
- TSI Action Planning Worksheet
- Curriculum Maps
- DTs Template and results
- School Club Rosters
- School Quality Surveys (SQS)
- Teacher, Targeted Walk and PBL Walkthrough data
- ILT Survey Results
- CNA
- Summer Planning Meeting Slides

## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **B1. Curriculum Criterion — Student Participation in a Standards-based Curriculum**

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

RLSMS is largely effective in most content areas in the use of rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards. One area of need is to align ELA instruction with grade level content standards using the state-adopted CCSS-aligned Springboard curriculum. RLSMS teachers consistently address the academic standards within their curriculum with high expectations for all students. There is no consistent use of GLOs in content areas. GLOs are only currently addressed within Advisor-Advisees (AAs).

RLSMS's process for examining student work samples and observations of student engagement shows consistent implementation of standards-based instruction. RLSMS currently have no student work samples or student observations to demonstrate the implementation of the GLOs. The curriculum is congruent with the academic standards, and policies and requirements related to the assessment of students' progress towards graduation. While GLOs are addressed in the SEL curriculum taught during AA, there is no congruence with the curriculum taught in core content classes and GLOs.



The process by which RLSMS operational curriculum maps are created, and reviewed for effectiveness ensures that, when implemented with fidelity, student learning needs are met in all content areas. Further, the DT process helps to refine instruction based on results of the CFAs. RLSMS do not currently have any data that evaluates the effectiveness of the curriculum map implementation.

RLSMS provides a robust curriculum with many choices for students in order to help them pursue a full range of college/career and/or educational options. As RLSMS looks to better align with Roosevelt, CTE classes must be adjusted to provide students with more opportunities to pursue educational experiences that will better prepare them for the CTE pathways in high school. While pockets of RLSMS teachers have expressed interest in pursuing integration among disciplines, there is little work that has been done to integrate curriculums across departments.

RLSMS provides many opportunities for some students to have real world applications of their educational interests in relation to a rigorous, standards-based curriculum. While all students have access to activities such as Genius Hour, National History Day, and some after school clubs, some activities such as Space Camp and certain elective courses and clubs are not accessible to all students due to lack of funding and scheduling conflicts.

While RLSMS has several examples of K-12 articulation, little has been accomplished in the way of evaluating the effectiveness of these efforts. RLSMS have not sought out data from Roosevelt High School to track high school graduation rates of RLSMS alumni, how students perform as ninth graders, and how they perform on the 11th grade SBA.

During the on-site visit, the visiting committee identified that during recent remote learning, the ongoing changes to curriculum platforms have been challenging along with the ability and limited ease to evaluate student engagement. RLSMS teachers are utilizing multi-methods to gauge student engagement, such as observing active cameras and monitoring Google documents. During the curriculum focus group meeting, it was also pointed out that obtaining Hawaiian Studies curriculum for all students would benefit learning and maximize effectiveness for instruction.

#### **Areas of strength:**

- Social Studies department transition to the new Hawaii Core Standards for Social Studies
- Teachers operational curriculum maps, developed with their course-alike peers, align to academic standards, skills, assessments, and resources
- Teachers participate in the DTs six-step process
- SLCs are conducted to allow students open and honest dialogue with their parents by sharing their academic progress as evidenced through their course work
- College and Career Day provide opportunity to visit local college/university

**Key issues:**

- Better align the ELA instruction with the state-adopted CCSS-aligned Springboard curriculum
- Improve consistency by teachers in the Buc Rewards program
- Need to determine method to collect evidence of GLOs in classrooms
- Need to see improved observable student engagement
- Increase attention on “at-risk” population to provide equity for all students to succeed academically and behaviorally
- Collaborate with local high schools to reevaluate classes and vertically align with their CTE pathways
- Collaborate with feeder high schools to track previous students’ graduation rates, SBA results, and success in their freshmen year
- Improve consistent use of GLOs in content areas
- Identify data to evaluate the effectiveness of the curriculum map implementation
- Integrate curriculums across departments
- Increase K-12 articulation in the way of evaluating effectiveness
- Increase evidence for high school graduation rates of RLSMS alumni

**Evidence:**

- Curriculum Maps
- Teacher Walkthrough data
- PBL Walkthrough data
- Targeted Walk Through Data Cycle 1
- ILT Survey Results
- DT Results and template
- Classroom Syllabi, ILT, Academic Review Team, PD Agendas, Summer meeting minutes
- Summer Meeting Slides
- SLC Binders - GLO and Classroom Goal Sheet
- Buc Redemption Data
- Tripod results
- Second-Step completion data by Advisory teacher, student and teacher planners - GLOs in student information section, classroom syllabi
- Student work samples and SLC student evaluations
- 21st Century Action Planning
- STEM Curriculum Map
- National History Day, Science and Engineering Fair, Challenger Center curriculum, Washington DC Up Close Program, Space Camp, Robotics challenges and tournaments, Science Olympiad, STEM Projects, Genius hour
- Stevenson School college visitation Survey
- AVID site Coordinator plans, teachers execute plan
- Math Olympiad

**CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

## **C1. Instruction Criterion — Student Centered Instruction**

**To what extent do students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students achieve the academic standards and the General Learner Outcomes?**

RLSMS students are participating and engaging in challenging appropriate learning activities to achieve the academic standards. Besides the Buc Rewards system, RLSMS do not have a schoolwide system for tracking GLO frequency in classrooms learning activities. Walkthrough data shows that the majority of students are aware of the academic learning targets and can articulate the learning target when asked. Students knowing expected performance levels varies from class to class.

According to student feedback on Mini-Courses that showed that 41% of students thought the courses were well-organized and fun, this low number could be due to students not having input into Mini-Course offerings. According to PBIS, the committee wants to give students the opportunity to have an input into course offerings in the future. For the 2019-2020 school year, Mini-Courses have been redesigned to better serve the students by aligning with the CTE pathways that students will encounter once they enter high school.

Additionally, in December of each school year, 6th and 7th grade students fill out elective cards for the following school year. This gives them the opportunity to use their voice to choose which classes they would like to take for the following school year. When looking at data collected from a survey given to teachers about their inclination to include student voice in their teaching, 97% responded that they offer students a voice and feedback opportunity. Further, 65.7% responded that student voice informs their teaching. Overall, the school has a “Confer” positive rating of 70%.

RLSMS holds a quarterly SCC meeting with all community stakeholders, including students. Student Government Association members take turns attending the meeting and sharing their thoughts on the progression of the school, and ideas the students have for instruction as well as extra-curricular activities.

## **C2. Instruction Criterion — Rigorous and Relevant Student-Centered Instruction**

**To what extent do all teachers provide students with a rigorous and relevant instructional program that includes differentiated instruction and engaging activities and assignments so students demonstrate creative and critical thinking, problem solving, and application?**

In order to more effectively implement multimedia and other technology in the delivery of curriculum, RLSMS teachers attend regular training. Science and STEM teachers attended Arduino training and Microbit training in that effort. ELA teachers attended a

Springboard curriculum training incorporating online educational activities such as ZINC that are offered by Springboard. Math and English workshop teachers are able to use i-Ready to create lesson plans, formative and summative assessments and align them to CCSS.

The math department is piloting the Ready Math curriculum in 2019-20, which largely uses technology such as PowerPoint in its lessons. It also provides Standards Mastery, an online standards-based assessment that is very similar in formatting, academic language, platform, and rigor to the SBAs. With the implementation of the new HCSSS social studies standards, select teachers have begun attending training on how to implement these new standards into their classrooms. These teachers then brought back their knowledge and shared with their peers. When it comes to the delivery of curriculum in the classroom, RLSMS utilizes a broad range of multimedia and other technology. RLSMS has Chromebooks for students to use regularly throughout the day; nearly all classrooms house a Chromebook mobile lab for i-Ready, Google apps use, research, online surveys, collaborative writing composition, etc. The Innovation Lab is an opportunity for teachers and students to engage with technology in the learning process. The learning lab includes enough computers for each student to work on an iMac computer. The technology lab portion includes 3d printers, iPads, arduino coding kits, DSLR cameras, a video camera, green screen technology, laser engraver and vinyl cutter.

According to the self-study report, RLSMS is ensuring students are engaging students in a variety of instructional strategies to a moderate degree. Using a variety of instructional strategies to ensure students are at the center of the classroom is an ongoing focus of RLSMS. With ILT focuses such as Critical Thinking through Student Discussions (2016-17) and Student-Led Discussions (2019-20), RLSMS will continue to consider effective ways to evaluate these areas.

With RLSMS being designated a TSI-CU school, the school recognizes the need to provide a more individualized instructional experience for all students, especially for SpEd and EL students. Data shows that pockets of teachers effectively use varied instructional strategies for all students. Data shows that teachers can continue to benefit from PD providing support to specific subgroups, in particular SpEd and ELs.

Students are given opportunities throughout the school day and after-school to express themselves. Students report through the Tripod Survey they feel their teachers give them the opportunity to share their thoughts and ideas. In reviewing the findings and evidence, RLSMS offers a multitude of real world experiences and applications, particularly in Science, CTE, and through clubs.

During the on-site visit, the visiting committee identified that ongoing professional development is needed to ensure the consistent use of instructional strategies schoolwide. The instruction focus group expressed the need to utilize teacher expertise in the use of specific strategies to increase student growth. How to support Tier 1 student learning was identified as a vital component of classroom embedded feedback.

**Areas of strength:**

- GLO expectations are posted in classrooms
- Rigorous curriculum based on state academic standards
- Student voice informs teacher instruction
- Students are able to articulate the learning target based on ILT walkthrough observation findings
- Teachers indicate they offer students a voice and feedback opportunity
- Wide use of media in classrooms
- SCC meeting time is used to confer with all stakeholders about school progress
- Students are given opportunities throughout the school day and afterschool to express themselves

**Key issues:**

- Student centered classrooms are only found in certain classrooms
- Limited consistency in the co-teaching model being utilized in the classrooms
- Active student participation needs to be more consistent across all classrooms
- Need to consistently collection same data year-to-year to create consistency with observations
- Class observations do not currently address the engagement of the different student groups
- Unclear how GLOs are incorporated into content classes without a schoolwide system for tracking GLO frequency in classroom learning activities

**Evidence:**

- ILT Walkthrough data, Targeted Walk Through and classroom Observations
- GLO posters
- Learning Targets in classroom, Standards and rubrics on assignments, SLC Binders
- Student Feedback on Mini-Course and paper survey results
- Student Choice Teacher and Tripod Survey
- SCC meeting minutes
- i-Ready Diagnostic Data
- Classroom Use of Technology Results
- Tech inventory, Arduino and MicroBit Workshop
- SBA Math & ELA Scores
- HSA Science Scores
- TSI Action Planning Worksheet
- IEP meeting sign in sheets
- Individual teacher TSI Student Data
- Tripod Results
- Club Directory
- National History Day
- Robotics Club Competitions, Challenger Space Center, Science and Engineering Fair, JABSOM 8th Grade Medical Field Trip, Makerspace and Innovation Lab, Cafe Duty Student Lists, Office Aides & Teacher Aides rosters, Career Day

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

### **D1. Assessment and Accountability Criterion — Reporting and Accountability Processes**

**To what extent does the school leadership and instructional staff use an effective, coherent schoolwide assessment system to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders? To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the Academic Plan?**

According to the self-study, RLSMS is effective in collecting diagnostic and high stakes assessment data and somewhat effective in disaggregating and analyzing to inform instruction and reporting data to all stakeholders. A way in which to inform parents of their child's i-Ready results is needed. Continue to provide PD and time to teachers to use diagnostic and achievement data to inform classroom instruction.

RLSMS is somewhat effective in regularly reviewing the basis for which standards-based grades, growth, and performance levels are determined. Standards are discussed and revised during both summer planning time and DTs. However, not all standards are addressed. The alignment of grades within performance levels is not a regular discussion. RLSMS leadership acknowledge that the school is emerging in regular review of data and will be utilizing the leadership team to begin reviewing the process of DTs across all departments on a more routine basis to ensure better inter-rater reliability schoolwide.

RLSMS leadership consistently uses data from observations, walk-throughs, meeting minutes, student performance, the TRIPOD survey, SQS, and SLC surveys to inform decisions regarding the allocation of funds for resources and staff development. The SEL Second Step program was selected by the faculty based on results from the SQS (students said they felt disconnected to the school) and eCSSS reports on behavior incidents. i-Ready was purchased for two reasons: 1) the need of a universal screener, and 2) the need for a standards-based Rtl program. SBA ELA and SBA math results showed the need for an effective, standards-based Rtl program. The ILT, based on TRIPOD survey results, introduced student discussions (e.g. math talk in math, Socratic seminars in ELA and social studies) to increase student discussions. As a result, RLSMS students rated the school at 70% (an increase of nearly 20%) for "Confer." from 2012 to 2018.

The i-Ready universal screener is effective in monitoring the progress of most students (some SpEd students do not participate in i-Ready) and in helping staff anticipate performance on standardized tests. Staff have been trained on how to review student data and student growth. Some teachers make use of universal screeners in determining instruction. However, according to the self-study the impact could be bigger if all teachers used diagnostic data to adjust instruction. At this time, besides teachers'

anecdotal notes, classroom GLO integration is unclear. RLSMS does not have a schoolwide system for tracking GLO frequency in classroom learning activities.

## **D2. Assessment and Accountability Criterion — Classroom Assessment Strategies**

**To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student?**

Much of RLSMS faculty is effective in the frequent use of formative and summative assessments to determine student achievement. While teachers are expected to use the DT process to examine formative assessment data to inform their instructional practices, on-going PD is necessary to maintain commitment and consistency of the process across all departments.

RLSMS has incorporated many opportunities for students to reflect on their learning in the classroom and has shown evidence of data collection of metacognitive strategies. While teachers are encouraged to give timely feedback to students, the effective use of accurate and timely feedback is moderate. There hasn't been a required timeline, method for providing feedback, or method to measure the impact of feedback on student learning.

RLSMS is moderately effective in the evaluation of modified instructional practices based on assessment data used within the classroom setting. While many teachers report using varying modified instructional strategies to benefit all students, diagnostic results and SBA/HSA results still indicate students struggle to meet standards throughout the school year.

Data Impact Time remains a priority for departments to articulate within grade levels to determine standards-based CFAs and to include them within the curriculum maps. Work in crafting rigorous CFAs that will be included on the operational curriculum maps is on-going. In addition to SLCs, RLSMS should examine if there are additional methods for GLOs to be assessed throughout the school year.

During the on-site visit, the visiting committee identified during assessment and accountability focus group meeting that teachers could benefit from additional time to collaborate outside of the DT meetings to discuss subjects level strategies and activities that are working for increased student achievement. Additionally, staff indicated that an increased awareness of fiscal decisions at the school level may improve knowledgeable decision making and cohesiveness schoolwide.

### **Areas of strength for Organization:**

- Use of universal screener, i-Ready, 3x per year to gather baseline and progress

monitoring data.

- DTs meet regularly to allow course-alike teachers to analyze student work.
- Effective in collecting diagnostic and high stakes assessment data and somewhat effective in disaggregating and analyzing to inform instruction and reporting data to all stakeholders.
- School leadership consistently uses data from observations, walk-throughs, meeting minutes, student performance, the TRIPOD survey, SQS, and SLC surveys to inform decisions regarding the allocation of funds for resources and staff development.
- Universal screener is effective in monitoring the progress of most students and helping staff anticipate performance on standardized tests
- Incorporated many opportunities for students to reflect on their learning in the classroom
- Larger emphasis on assessments being formative, rather than summative.

### **Key issues:**

- Somewhat effective in regularly reviewing the basis for which standards-based grades, growth, and performance levels are determined.
- Lack of a schoolwide system for tracking GLO frequency in classroom learning activities.
- Need improvements on effective use of accurate and timely teacher feedback
- Diagnostic and SBA/HSA results still indicate students struggle to meet standards throughout the school year.
- Direct impact of teacher use of formative instruction or differentiation is not tracked

### **Evidence:**

- SBA Math & ELA Scores
- HSA Science Scores
- i-Ready results
- Science Summer Planning agenda
- Social and Math Studies summer planning agenda
- DTs templates, Q2 ELA, Presentation, Results Standard-based rubrics
- Sci notation exponent test rubric
- Math Rubric
- ILT Meeting Powerpoint Slides and Walkthrough Data
- Department summer planning slides
- Schoolwide PD
- Peer and Targeted walkthrough
- Complex day
- Tripod Student Results
- SBA Data formative and summative Assessment Survey
- Workshop Diagnostic Sheet
- Example of student opportunity to reflect
- End of unit P.E. reflection



- Student Led Conference Math Reflection
- Math/English Workshop Reflection, English Rubric, Math Dept. Policy Letter
- Community Based Instruction Reflection
- EDP Rubric
- Counseling DTs
- Buc Rewards
- Mid quarter reports, Google classrooms, Infinite Campus, Workshop student data folder/Conferencing log/Goal setting (kept in workshop classes)
- WIDA access scores
- Department Curriculum Maps

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

### **E1. Parent and Community Engagement Criterion**

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

RLSMS has a variety of community and parent organizations that are active partners in the learning and teaching process. The school depends on end-of-event parent evaluations and SQS perception data to gauge parent engagement in teaching/learning and their involvement in the process.

RLSMS can continue to identify ways to ensure parents are effectively communicated and understand the expected academic standards, learning goals, and GLOs. RLSMS is moderately effective at informing parents about how their child is learning and achieving. There is a system in place for communicating with parents on how their children are learning and achieving. However, procedures have not been developed in order to ensure consistency among teachers. There is no current DOE policy relating to how often or how many grades must be posted to Infinite Campus. Based on this, there is a need for standards-based grading and reporting training in order to create consistency across all grade levels and content areas.

Students are offered a CTE class in 8th grade. However, not all students have access to this course. RLSMS does not currently have a process in place in which parents, students, and staff collaborate to monitor a student's personal learning pathway, college/career and/or other educational options. The school is currently planning and scheduling ways in which the school can align better with the high school, in order to meet this need more effectively.

RLSMS is largely effective in utilizing community resources to support its students. RLSMS leadership hope to continue to build upon the relationships with the community and to develop relationships with a wider range of supporters, like institutions of higher learning (e.g. University of Hawai'i), to help and sustain the support provided to

students. One area to expand support is for Pacific Islander student population through a multi-faceted program, including the Pacific Islander Club, community mentors, and projects (a new school garden funded with the support of Project Lemon Tree).

## **E2. School Culture Criterion**

**To what extent does the school leadership 1) provide a safe, clean, and orderly place that nurtures learning; b) develop a culture that is characterized by trust, professionalism, high expectations for all students; and c) maintain focus on continuous school improvement?**

RLSMS has a School Safety Committee that meets quarterly and provides updates and feedback in regards to health and safety of students and staff. During these meetings, issues which are addressed include: drills (e.g. fire, earthquake, shelter-in-place, etc.), trainings, assessments, and inspections. Any injuries incurred by staff or students are reviewed by the committee and mitigating factors assessed. School Safety Committee meetings have provided a consistent way for school safety and health issues to be reviewed and addressed. While a majority of students report feeling safe at school, with rules in place to ensure the safety of everyone, RLSMS will continue to identify ways to increase student safety practices. RLSMS currently does not have evidence to show the effectiveness of the incentive program on student behavior.

To a moderate degree RLSMS parents, teachers, and students create a culture where stakeholders are respected, welcomed, and supported, and feel safe in school. Evidence from the SQS is reviewed and published in the Spring of each school year. Data from the 2018 SQS indicate, 100% of teachers responded to the survey, 86% of students responded and 16% of parents responded to the survey. In the results of the survey, 67% of students felt safe at school and 55% of students felt safe from bullying behavior. 88% of parents felt their children were safe at school and 90% of teachers felt safe at school. RLSMS uses SQS data to evaluate the school's culture and how it supports high expectations for students' behavior and learning within an environment that recognizes individual differences.

RLSMS is beginning to intentionally and deliberately consider the diverse student population in promoting and providing learning experiences that reflect the cultural diversity of RLSMS's student population.

## **E3. Student Support Criterion — Personalization**

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

While RLSMS provides students with a variety of programs designed to promote college and career readiness, there is room for growth. In particular, RLSMS needs to identify

and implement an effective way of monitoring and evaluating all students' participation and progress in programs focusing on career, college, and community. To address this need, RLSMS is planning and scheduling for a CTE Pathways program that ensures all 7th and 8th graders can participate.

RLSMS is largely effective in providing students with a variety of opportunities for career awareness, exploration, and preparation to promote college and career readiness. As an area of growth, RLSMS should continue to work on articulation with the high school, in order to ensure students are as prepared for high school as possible. RLSMS has effective and numerous opportunities for various student groups to explore their future interests and goals. Over the last few years, faculty and staff have continuously discussed ways to improve and to better these opportunities to make them more meaningful and lasting than previous years.

Overall, RLSMS is effective at ensuring students are prepared and supported in meeting the requirements to graduate. RLSMS is effective in regularly analyzing data to determine student learning needs and allocate appropriate resources to support student services, such as counseling/advisory services, psychological and health services or referral services. The school has consistently allocated resources to implement services to better address the gap group and make this school a community/culture of learners that are supported academically, psychologically and emotionally throughout their three years at RLSMS.

RLSMS is largely effective in implementing the school's attendance policy. The Counseling department needs to work on consistently following the attendance procedures and timelines for students who are chronically absent, as outlined in the counseling department meeting notes.

Transition procedures are placed in a multitude of levels throughout the year supporting students and their parents in entering and exiting RLSMS who speak English. However, there is no process in place to evaluate the effectiveness of the process to support students who are transitioning between grade levels or transferring to a new school. RLSMS would like to improve upon structures for EL students as they enter and exit the school.

#### **E4. Student Support Criterion — Accessibility**

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

According to the self-study, the majority of teachers ensure students have accessibility to a rigorous, relevant, and coherent curriculum through the wide variety of courses available. RLSMS has not examined the demographics and distribution of students throughout class offerings and/or the types of alternative schedules available in detail.

RLSMS provides students with a variety of curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences. However, RLSMS has yet to reach all students if they are not enrolled in these classes and/or clubs.

Currently, RLSMS's activities have a direct connection to meeting the needs of students and supporting their learning and personal development. To improve the evaluation process, the use of teacher and student surveys, informal parent and student feedback, and debriefings regularly can be utilized. In addition, as activities are planned, students will remain at the forefront to provide meaningful and engaging activities.

During the on-site visit, the visiting committee identified during the parent focus group meeting that parents feel that there are a multitude of opportunities to be involved and they love the flexibility of learning opportunities as it relates to remote learning and the transition back to school after the Covid-19 pandemic. Although a majority of the information discussed during the parent meeting was favorable, it was brought to the attention of the concerns of standardized grading practices between teachers.

During the school culture focus group meeting, staff indicated a strong sense of a safe and equitable school culture. It was noted that the transition back to school from remote learning has been in accordance with health and safety protocols. During the student focus group meeting, students indicated they feel safe and supported at school. Students also feel a connection with teachers and feel that staff are approachable and meet their needs. However, it did not appear they are fully aware of CTE pathway opportunities and college readiness strategies.

#### **Areas of strength:**

- Variety of community and parent organizations that are active partners in the learning and teaching process
- School Safety Committee quarterly meetings provides updates and feedback in regards to health and safety
- School culture where stakeholders are respected, welcomed, and supported, and feel safe in school
- Opportunities for career awareness, exploration, and preparation to promote college and career readiness.
- Accessibility to a rigorous, relevant, and coherent curriculum through the wide variety of courses
- Variety of curricular and co-curricular activities to support academic learning
- All employees are now communicating via email on the Google G Suite platform
- New technology coordinator and STEM Research Resource Teacher was hired
- All classrooms now have a working Nortel Network phone
- System in place or progress made to advance the Nā Hopena A'o (HĀ) initiative
- Growth occurred on programs designed to promote college and career readiness

#### **Key issues:**

- Continue to identify ways to ensure parents are effectively communicated and understand the expected academic standards, learning goals, and GLOs
- Lacks evidence to show the effectiveness of the student behavior incentive program
- Minimally effective in providing learning experiences to reflect cultural diversity of student population.
- Lack of a process in place to evaluate the effectiveness of the process to support students who are transitioning between grade levels or transferring to a new school
- Further work must be done to provide better support structures for EL students as they enter and exit RLSMS

#### **Evidence:**

- Student-Led Conferences Student Survey & Parent Survey Results
- STEM night
- John A Burns School of Medicine (JABSOM), APT-Campus Beautification, STEM Night, HPD Community Policing Dist 1, Open House and Registration, YMCA AFY, Guest Speakers for Classroom Enrichment Instrumental Specialist (parents, other band directors), SCC meeting minutes, Monthly school newsletter, Band Event Sign In Sheets
- Teacher Syllabi
- RLSMS School Communication Survey
- Infinite Campus, Student Planner, Syllabus, Mid-Quarter Grade, Report Cards, Monthly email blast to parents and community members, Monthly Newsletter, Fall Open House, Student Led Conferences
- CTE curriculum map
- X math entry/exit form
- Spirit Card Fundraiser, Band Booster, PBIS Committee funding, Punahou senior student community service program, Engineering Day, MakerSpace, Innovation Lab, Media Club, Wrestling Club, Robotics Club, Futsal Intramurals, Track Intramurals, Cross Country Intramurals, Volleyball Intramurals, Basketball Intramurals, Yearly Field trips to Challenger Learning Center, Kapolei, HI.
- SQS
- School Safety Committee Meeting Minutes
- Buc Rewards Data
- Student Handbook
- Tripod Results
- Participation rates in Afterschool programs
- Lists of available clubs to participate in.
- WASC Mid-Quarter Report
- SBA Scores
- i-Ready Diagnostic Criteria for workshop classes
- Ho`onui entry criteria, Electives (Art/Music/PE/STEM/Health/Robotics/VACT) college and careers, AVID Program, Career Day, College Visits, CFES, CTE exploration, WIDA Testing

- Board of Education Middle Level Policy 2406
- WIDA Testing
- Challenger Field Trips, Close Up Trip, Space Camp Trip, Band Trip, Community Based Instruction curriculum, Mini Course Menu
- Course manual
- Possible failure list, i-Ready Workshop roster, EL roster, Attendance rate, Eighth grade contracts, CSAP rosters, SpEd rosters, 504 Modification Plans, IEPs, AVID rosters, RTI, Status reports, TSI/At Risk Coaching Folder
- Academic Plan
- Student Focus Teams/Parent/Team Meetings
- Attendance Policy
- Counselor Attendance Procedures, Teacher Attendance Policy (syllabus), State Law on attendance, Procedures for unexcused absences are outlined in Counselor Meeting Minutes, Policy guided by Registrar
- Feeder school orientations
- New student orientation day
- Parent orientation
- Student Transition Plans
- Curriculum Map
- REACH Student Participation and Summary Template
- Internal Faculty & Staff Internal Faculty & Staff Calendar
- Stevenson Media Hawai'i Club Website
- College & Career Day 100% student participation rate
- Buc Fun Run, Buctoberfest, May Fest and Spirit Rallies participation rates and student comments
- Welcome Back Dance participation
- 8th Grade Banquet participation and Promotion Ceremony
- Mini Course student and teacher participation and student/teacher comments

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

RLSMS's current goals within the action plan are ambitious. The schoolwide action plan is aligned with their self-study report and represents the same goals for improvement. The goals and insights developed in their self-study report explicitly represents a clear direction for the school over the next six years, which will serve as a guide in improving their educational program.

### **Schoolwide Strengths**

The visiting committee concurs with the self-study report with the following schoolwide areas of strengths:

1. New vision and mission statement were created with input from community, students, and staff.
2. Improved publicizing meeting dates and times using a variety of effective communication methods in an effort to increase parent and community input in the Academic Plan process.
3. PBIS Committee and Leadership Team have discussed future plans to examine club data for club enrollment and impact on TSI students.
4. Effective school improvement planning process that implements ART routines using the state ART rubric for assessing progress on Academic Plan.
5. School-wide PD is driven by current student needs.
6. Teachers operational curriculum maps, developed with their course-alike peers, align to academic standards, skills, assessments, and resources.
7. Teacher provides administration with a course syllabus to ensure standards and expectations are rigorous and appropriate to the course.
8. Teachers participate in the DTs six-step process.
9. SLCs are conducted to allow students open and honest dialogue with their parents by sharing their academic progress as evidenced through their course work.
10. College and Career Day along with an opportunity to visit local college/university.
11. GLO expectations are posted in classrooms.
12. Students are largely participating in rigorous curriculum based on state academic standards.
13. Student voice informs teacher instruction.
14. Significant percentage of students could articulate the learning target based on ILT walkthrough observation findings.
15. Majority of teachers offer students a voice and feedback opportunity.
16. Wide use of media in classrooms.
17. SCC meeting time is used to confer with all stakeholders about school progress.
18. Students are given opportunities throughout the school day and afterschool to express themselves.
19. RLSMS uses a universal screener, i-Ready, 3x per year to gather baseline and progress monitoring data.
20. DTs meets regularly to allow course-alike teachers to analyze student work.
21. Effective in collecting diagnostic and high stakes assessment data and

- somewhat effective in disaggregating and analyzing to inform instruction and reporting data to all stakeholders.
22. School leadership consistently uses data from observations, walk-throughs, meeting minutes, student performance, the TRIPOD survey, SQS, and SLC surveys to inform decisions regarding the allocation of funds for resources and staff development.
  23. i-Ready universal screener is effective in monitoring the progress of most students and helping staff anticipate performance on standardized tests.
  24. Incorporated many opportunities for students to reflect on their learning in the classroom and has shown evidence of data collection of metacognitive strategies.
  25. Variety of community and parent organizations that are active partners in the learning and teaching process.
  26. School Safety Committee meets quarterly to provides updates and feedback in regards to health and safety of students and staff.
  27. Parents, teachers, and students create a culture where stakeholders are respected, welcomed, and supported, and feel safe in school.
  28. Provides students with a variety of opportunities for career awareness, exploration, and preparation to promote college and career readiness.
  29. Students have accessibility to a rigorous, relevant, and coherent curriculum through the wide variety of courses available.
  30. Provides students with a variety of curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences.

**Additional Areas of Strength identified by the visiting committee include:**

1. RLSMS has adapted to the remote learning model and are providing a multitude of student and staff resources
2. RLSMS appears to have a supportive district office
3. Strong flexible participation of remote learning
4. Solid implementation of curriculum based on instructional strategies
5. Use of CTE/CCR tools (e.g. RIASEC) to support students when registering for high school as students consider career pathways.
6. Campus safety and cleanliness based on CDC Covid-19 guidelines
7. Parents appreciate the timeliness and informative communications sent by RLSMS which have improved within the previous three years.

**The visiting committee concurs with the self-studies Critical Areas for Follow-up already identified by the school in the action plan:**

1. Continue to strengthen communication between school, parents, and community stakeholders in order to encourage involvement in school improvement.



2. Strengthen structures for internal communication and resolving differences.
3. Better align the ELA instruction with the state-adopted CCSS-aligned Springboard curriculum.
4. Increase SEL program completion.
5. Inconsistent use of the rewards by teachers.
6. Increase inclusion of GLOs in academic teaching.
7. Examine ways to collect evidence of GLOs in classrooms.
8. Increase observable student engagement.
9. Increase attention on the “at-risk” population to provide equity for all students to succeed academically and behaviorally.
10. Increase alignment of classes and CTE pathways.
11. Increase collaborations with feeder high schools to track previous students’ graduation rates, SBA results, and success in their freshmen year.
12. Active student participation needs to be more consistent across all classrooms.
13. RLSMS needs consistent collection of the same data year-to-year to create consistency with observations.
14. Needs consistent collection of the same data year-to-year to create consistency with observations.
15. Class observations do not currently address the engagement of all student groups, such as SpEd and EL.
16. How GLOs are incorporated into content classes is unclear.
17. Student voice to inform teaching should be a focus.
18. Somewhat effective in regularly reviewing the basis for which standards-based grades, growth, and performance levels are determined.
19. Lacks schoolwide system for tracking GLO frequency in classroom learning activities.
20. Effective use of accurate and timely feedback is moderate.
21. Students struggle to meet standards throughout the school year.
22. Data Impact Time remains a priority for departments to articulate within grade levels to determine standards-based CFAs and to include them within the curriculum maps.
23. Need to increase ways to ensure parents are effectively communicated and understand the expected academic standards, learning goals, and GLOs.
24. RLSMS lacks evidence to show the effectiveness of the student behavior incentive program.
25. Minimally effective in promoting and providing learning experiences that reflect a culture of diversity of its representative student population.
26. Lack of a process in place to evaluate the effectiveness of the process to support students who are transitioning between grade levels or transferring to a new school.
27. Increase work to provide better support structures for ELLs as they enter and exit RLSMS.

Since the last visit, the school has made progress and reduced their critical areas of need. The following provides RLSMS’s recommended critical areas of need for follow-up:

**Critical Area of Need #1:** Continue to build shared responsibility and leadership with all stakeholder's progress

**Critical Area of Need #2:** Improve accountability and monitoring of the effectiveness of provided PD progress to include:

- a. Continue to implement evidence-based instructional tools and strategies. For example, prioritize and provide ongoing schoolwide professional development and monitoring for impact on student learning.
- b. Increase ILT data analysis to inform next steps. For example, continue schoolwide cycles of professional learning and monitoring for impact on student learning.

**Critical Area of Need #3:** Increase articulation with feeder high school and monitor for effectiveness and progress to include:

- a. Continue to vertically align CTE pathways and focus on CTE course opportunities schoolwide with the goal to integrate academic content standards and promote CTE readiness during secondary school.
- b. Increase parent and community involvement. For example, parent nights, school design, decision-making, awareness of transition plans, family literacy, etc.

**Critical Area of Need #4:** Student centered classrooms found only in certain classrooms on campus still appears to be a challenge.

- a. Include distant and remote learning instructional platforms and methodologies in the Academic Plan, strengths and critical areas of need as necessary.

**Critical Area of Need #5:** Consistent use of formative instruction by teachers to change instructional practices and to differentiate instruction progress to include:

- a. Further data driven decision-making:
  - i. Further explore and implement TSI strategies for SpEd and EL student groups. For example, progress monitoring using a comprehensive assessment and instruction program that connects diagnostic data and personalized Instruction weekly assignments, monthly progress monitoring, universal screening to monitor academic achievement growth as well as other Tier I and II strategies and evidence-based practices.
  - ii. Increase consistent implementation of the formative instructional cycle in all classrooms for Tier 1 and 2 during daily instruction and when seeking support from colleagues during weekly DTs cycles to

improve student achievement.

- iii. Engage in a collaborative process of analyzing multiple sources of data that is also tracked from year to year.

**Critical Area of Need #6:** Continue to analyze school data for the Tier 1 setting to progress monitor and determine impact on student achievement by:

- a. Analyze and interpret universal screening data: schoolwide, grade level, team, students, targeted disaggregated groups (e.g. SpEd, EL, and Disadvantaged) to determine impact on student achievement as well as using that data to determine student needs.
- b. Continue analysis and interpretation of data collected during cycles of professional learning to inform school wide practices to improve student achievement.
- c. Increase equity and access for all students

## **Chapter V: Ongoing School Improvement**

Each year RLSMS reviews the Academic Plan and makes changes based on the self-study report findings, such as recent TSI status, recent school data, the changes to the State Strategic Plan, and school goals. Modifications were implemented to various enabling activities in the Academic Plan.

Moving forward, WASC visiting committee recommendations will initiate revisions necessary to the Academic Plan for the following school year. Such recommendations will be taken to the ART team, in order to provide guidance, and facilitate discussions with faculty, staff, and administration.

The visiting committee would like RLSMS to embed the six critical areas of need found in Chapter IV into the Academic Plan and recommends to address the focus. With that, RLSMS's Academic Plan will be easy to read and understandable, with clear columns for screening, activity, ART staff lead, and measure of progress for each desired outcome. Of the desired outcomes and critical areas of need, the plan to address each appear to be attainable and within reach.

According to RLSMS's self-study, no impediments are mentioned to prevent continuous improvement toward goals. RLSMS's plan to annual review and update Academic Plan in accordance with TSI status, recent school data, the changes to the State Strategic Plan, and WASC visiting committee recommendations suggests a method in which to monitor school progress on an on-going basis.