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, Hawaii, 96761

April 3-6, 2023

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Preface

Lahaina Intermediate School (LIS) General Learner Outcomes (GLOs) are the six statewide GLOs which are embedded in the school's vision and mission statements. The six GLOs are:

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

LIS has a culture of involvement and collaboration in advancing the goals of the HIDOE Strategic Plan, LIS Academic Plan, and the WASC critical areas of growth from the last self-study. LIS has collaborative teacher home groups: Department, House, and Academic Plan teams. These teams regularly review schoolwide data to determine significant changes as well as measure the progress of the Academic Plan. LIS school and community members meet quarterly to examine school progress and areas for improvement.

LIS has a culture that nurtures and supports the well-being of all students. Based on survey results, over 80% of parents feel students are safe and the well-being of the students are being addressed. LIS is concerned that the percentage of students who feel positive about their school is down to 56%. LIS has systems in place to address student concerns and their Social Emotional Learning.

LIS has in place examples and evidence of learning that addresses each GLO and is evident schoolwide.

LIS uses multiple sources of data and ways to analyze the data to demonstrate student achievement including but not limited to demographic data, school profiles, discipline, attendance, academic performance tests, and surveys for all students, staff, and community members.

LIS has an effective program that addresses the impact on learning based on the GLOs, student learner needs, and academic standards. LIS has an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria and is evident in the visit to the school, classroom observations, and focus groups and community meetings.

The LIS Academic Plan is aligned with the HIDOE Strategic Plan 2017-2020 and has a focus on areas of greatest student needs and teacher/school needs.

LIS has systems in place to monitor the ongoing improvement results and impact on student learning based on the school's Academic Plan.

Chapter I: Progress Report

The major changes since the last self-study were a direct response to addressing the critical growth areas in the Academic Plan identified in the last visiting committee report. Some of these significant changes were in staff communications, restructuring of teacher teams and content-area pairs, and emphasis on essential standards in all classes. With the additional structure of the Academic Plan for student voice, design thinking, and pilot projects, these developments, as evidenced in the Academic Plan and throughout the school process for improvement, have been emphasized and connected to the critical areas for growth and the GLOs. LIS has teams which meet 2-4 times per year to review the progress of the critical growth areas.

The recommended school wide areas of growth from the SY 16-17 self-study are as follows:

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 focus on the entire LIS community (school, Complex schools, parents, businesses).

2. The administration needs to build trust through transparency with an effective communication plan.

3. The roles, purpose, and responsibilities of each group (e.g., Leadership, ILT, Data Teams, Department, etc.) need to be delineated and communicated.

4. Implement differentiated instructional strategies for all learners.

5. LIS struggles with common planning and collaboration time for teachers across content areas (interdisciplinary instruction), by grade levels (vertical articulation), and for modifications and/or 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.

6. Collaboration Time:

    a. an increase for grade level teams to plan interdisciplinary units (IDUs);

    b. per SBA data, inclusion program to have open communications among the SPED, EL, general education, monitoring and various teachers.

7. 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.

The Academic Plan addressed these recommendations until the mid-cycle visit in SY 20-21. The following changes occurred:

● The Instructional Leadership Team (ILT) was redesigned from a complex-based team to a campus-based structure, consisting of Department Heads, administration, and other school leads such as the School Services Coordinator SSC, the Curriculum Coordinator, the technology

coordinator, and the WASC/Title I coordinator.

● Whole-school outside provider Tribes TLC® training (SY 2016-2017) and subsequently school-based training occurred yearly until the pandemic and the delay of information regarding a new Tribes TLC® program to implement schoolwide.

● 2018-2019 allocation/redesign of resources facilitated the reorganization of grade-level curriculum partners to be as near as possible to grade-level curriculum partners. Key resources were aligned to support these new changes in school design, such as Title I funds allocated to support teacher articulation through the use of substitutes.

● Grade-level curriculum pair teachers were relocated to be in close proximity to each other.

● Grade-level teams were divided into two Houses to better address whole-child and academic needs. The school's grade-level meeting structure was designed for two teams of grade-level teachers to provide for data teaming for targeted support for at-risk learners: the White House teams center supports the needs of the students with 504 plans and the EL's; the Blue House teams address the needs of special education and honors students.

● The school's master schedule was redesigned to include a "Laulima" period for all students according to their grade level and House assignment. Laulima is a time for teachers to utilize best middle school practices such as belonging and character development along with SEL using the Second Step curriculum. Laulima is also the structure for Response to Intervention (RTI) and student voice in the planning of Interdisciplinary Units (IDUs).

The recommendations from the mid-cycle visit is as follows:

- As teachers implement differentiated instructional strategies for all learners, identify a few that are working schoolwide. Continue to evaluate these impacts on student progress.
- Re-engage Data Teams process to examine student work, identify gaps, and address gaps with learning strategies.
- Celebrate the schoolwide incremental progress and reflect on the effective educational practices which contribute to these growths.

LIS has made progress in these areas and they continue to be addressed in the Academic Plan.

Chapter II: School Profile

Lahaina Intermediate School (LIS), established in 1978, includes grades six, seven, and eight, and is the only public middle school on the west side of Maui. The two west side public elementary schools, King Kamehameha III and Princess Nahi'ena'ena, feed into LIS; in turn, students from LIS move up to Lahainaluna High School, which is the only public high school on the west side of Maui and is the oldest high school in the United States west of the Rocky Mountains. LIS is part of the HLLM Hana-Lahainaluna-Lanai-Molokai complex area of the county of Maui, which is referred to as the "Canoe Complex." Lahaina Intermediate School is located on Lahainaluna Road in historic Lahaina town, which was once the capital of the Hawaiian Kingdom and a place of power for the Kamehameha dynasty; the school's symbol is the Ke Ali'i, a gender-neutral Hawaiian term for "Chief." Lahaina town is part of the greater population area of Lahaina which makes up the 96761 United States postal area code and consists of smaller diverse communities such as Launiupoko, Lahaina town, Ka'anapali, Kahoma, Napili, Honokowai, Kapalua, and Honokahua. The population area of Lahaina is approximately 77 square miles, and many students and teachers travel over 45 minutes a day to commute to and from LIS.

SBA and HSA Science testing results have been consistently lower than the State goals. In SY 2021-2022, there has been a significant drop in HSA Science scores. ELA scores have remained steady, while math has dropped since SY 18-19.The percentage of students meeting the standard on the state assessment is equal to the complex percentage but lower than the state.

The Strive-Hi Data for LIS shows an achievement gap of 27 points for ELA and 26 points for math. There are 72% of 8th graders reading at or near grade level.

LIS has 648 students equally distributed in grades 6-8. LIS has 52% Low Socioeconomic, with 17% EL and 8% SPED. LIS has a student population breakdown of 37% Filipino, 9% hispanic, 15% native Hawaiian, and 22% white.

LIS reviewed the data each year since the last self-study. Their analysis of the data is as follows:

● Over the last six years, there has been no significant change in the demographics of the school community, with the exception of an increase in the EL populations and a recent trend of lower enrollment overall. These demographics are in line with current community demographics. This data does not indicate a change is needed in addressing schoolwide learner needs based on school demographics.

● Student performance and academic progress in the profile data reveals that upward trends occurred until the pandemic; scores since have turned downward as far as EL proficiency as measured through WIDA, HSA Science, and some areas of the Panorama, but SBA ELA remained stable or grew slightly. SBA Math followed a downward trend after COVID-19, similar to other schools across the state. According to StriveHi reports, the 8th-grade literacy rate jumped from 58% to 74% (the highest to date) and has remained above the 70% proficiency rate. However, the achievement gap has increased, even as the inclusion rate at LIS remains high.

● There has also been a significant decrease in discipline referrals, Chronic Absenteeism prior to COVID-19 since the last full-self-study, indicating that there have been significant gains from the focus on whole-child/school climate learner needs; however, the recent fluctuation on the

Panorama SEL survey indicates that school climate should remain a focus at LIS.

● Universal screener data (i-Ready) has shown that strengthening Tier I interventions, focusing on skills-based instruction through teams, and the preliminary steps towards school wide RTI have had some success. Data from Achieve3000 shows that there is increased usage of the program, gains in College & Career Readiness, and some slight gains in Lexile scores schoolwide.

LIS staff has identified that progress in academic achievement and closing the achievement gap of at-risk learners, as per state and other standardized assessments, along with no other significant changes in school profile data, LIS should continue to focus on the three schoolwide learner needs identified as:

1. Literacy across content areas
2. Closing the achievement gap/meeting the needs of their at-risk learners
3. Positive school culture and climate with focus on the whole-child

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION

A1. Vision, Mission, and General Learner Outcomes

To what extent does the school have a clearly stated vision and mission (purpose) focused on student needs, aspirational goals, equity, diversity, inclusion, and the belief that all students can achieve at high academic levels?

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

Lahaina Intermediate School (LIS) has the vision, mission and GLOs posted in all classrooms and around the campus. Daily bulletins remind students of these expectations and beliefs. The school has integrated data-based school-identified student learner needs addressed in the Academic Plan, the WASC Critical Areas as the school's Critical Needs Assessment (CNA), and this is supported by the staff surveys of beliefs in the ability of all student learning. The School Community Council (SCC) meets quarterly to address and approve the Academic Plan (AcPlan) which is reviewed twice a year and quarterly by the Academic Review Team (ART). The school uses multiple communication channels like weekly newsletter blasts, website, marquee, and mass messages home. The principal has used Possip for weekly parent feedback and a Parent Communication Network Coordinator (PCNC) that promotes family engagement. In 22-23 parents initiated a LIS Parent Teacher Organization (PTO) to support the students and school.

A2. Governance

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?

LIS provides staff with the Opening Day Packet and goes over information regarding governing through the Instructional Leadership Team (ILT), appropriate meetings, and shared documents. The administration has addressed communication and transparency in funding. Restructuring of leadership teams, roles and responsibilities has clarified avenues of leadership delegation. Information on governing and governing authorities' decisions, expectations, and initiatives that guide the work at the school is provided through the website and SCC quarterly meetings. Stakeholders are given an opportunity to represent or volunteer on SCC and other community engagement events. Communication is distributed through the website, meetings, direct communication, and via social media.

A3. Leadership and Staff — Data-Informed Decision-Making

To what extent, based on the use of multiple sources of data, do 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?

The school uses multiple sources of data such as: i-Ready, SBA, Panorama focused on achieving academic standards and social-emotional learning. Teachers are trained on accessing data and meet regularly to evaluate and reflect on student academic and behavioral concerns. The principal schedules regular meetings with complex principals to ensure alignment, support, and community needs. The principal meets with other middle school principals in the district to discuss needs and supports. Articulation occurs with 5th to 6th grade, 8th to 9th grade yearly. LIS meets in departments, Houses, AcPlan teams, and ILT to analyze multiple sources of data and monitor and refine the progress of the implementation of the Academic Plan. The SCC provides opportunities for the stakeholders to give input, feedback, and approve the Academic Plan.

A4. Leadership and Staff — 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?

The school follows the department of education guidelines on hiring personnel. Staff is given the Opening Day Packet with policies and procedures for DOE and school. Grade level Houses develop their class rules and student voice activities. Teachers are placed in highly qualified positions or required to actively pursue licensure to be eligible for rehire.

A5. Leadership and Staff — 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?

LIS struggles with the Induction and Mentoring Program due to lack of support by qualified mentor teachers. Teachers would like a better induction for beginning teachers, but time and manpower are limited. The GLOs are included in syllabi, lessons, student projects, the Renaissance program, and in Laulima lessons. Title I and school funds are used for school wide programs and at-risk learners. Berc and Solution Tree are used for RTI training. Due to lack of substitutes, training is limited. LIS staff are accountable for the 21 hours of PD and an extra 6 hours of PD. Students complete a survey that reflects on teacher practice.

A6. Resources

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?

LIS reports that they provide resources for academic standards, lessons, technology, curriculum, activities, and support. Teachers are given $500 purchase orders for supplies each year. The

school leadership and staff discuss resource allocations aligned to the vision, mission, GLOs, and academic needs weekly and at staff meetings. Budgets are shared with all stakeholders. Collaboration with ILT and staff provides the principal with input to utilize funds to impact professional development and resources for the school. LIS follows state guidelines on procurement. The school adheres to Title I policies and practices and shares the plan and budget. Title I money is used for after school programs to support students. Literacy programs are purchased to support student academic achievement. Counselors and specialists are seen on a needs basis where students are supported academically and behaviorally.

The comprehensive School Financial plan is created with input from staff. These plans are shared with staff. Staff identified a need for more space, functional air conditioning, electricity upgrades and improvement of PE courts, but the school's facilities are determined to be adequate. The school is maintained by a high-quality custodial staff. A new phone system was implemented. Funds provided improved technology to chromebooks and 1 to 1 access.

HIDOE/ACS WASC Category A. Organization

Areas of strength for Organization:

1. The school has established a clear, coherent Vision and Mission, and General Learner Outcomes; the school's Academic Plan is based upon high-quality standards and is congruent with research, practices, the school profile data, and a belief that all students can learn.
2. The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff; these are understood, implemented, and monitored by administration and staff.
3. Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

Key issues for Organization:

1. Continue the decision-making process with a focus on a broad-based, collaborative, and continuous improvement cycle that fosters the commitment of stakeholders, including the staff, students, and parents, to refine and implement school improvement strategies and actions, and monitor results.
2. Strengthen the understanding about the relationship and alignment between the governing authority and the responsibilities of the faculty and staff.
3. Need to update resources/textbooks for some classes and improve facilities by upgrading existing equipment.

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

- Self-study report
- Focus group discussions
- Classroom Observations
- Student group discussions
- Parent group discussions
- Website
- HIDOE Strategic Plan
- Academic Plan

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum — 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?

LIS reports that all grade levels are aligned to content state and national standards including Common Core for Math and ELA, the national standards for Social Studies (C3 Framework), and NGSS for Science. Evidence of this can be found in the Essential Standards charts, course syllabi, lesson plans, common formative assessments, student work and the rubrics used to assess student work. Research-based programs are used to supplement regular instruction to help meet the needs of all students including Achieve3000, iReady, Imagine Learning, Accelerated Reader, BrainPOP, and more.

The GLOs are posted around campus, in all classrooms and in the office as evidenced by walkthroughs. The school does not have a system-wide process for teaching the GLOs but some teachers embed them in their syllabi, lessons, and activities. Posting of the standards and/or daily learning targets is only happening in some classrooms. Some vertical and horizontal alignment has occurred.

Teachers on cycle evaluate student work through the EES process and most departments engage in analyzing common formative assessments as a department or grade level team. There is no school-wide process for data teams.

Curriculum is a reflection of both standards and the GLOs. The lack of student retention is evidence of skill attainment toward graduation. Most teachers give letter grades as opposed to standards-based grading which falls in line with the state-wide Gradebook program Infinite Campus. Standards-aligned rubrics are used in some courses to measure benchmark attainment.

The current bell schedule limits common meeting time to Wednesdays. Due to a lack of substitute teachers to cover classes during the regular school day, it has been hard for teachers to engage in ongoing articulation to address curriculum maps, pacing, rigor, relevance and differentiation. Much of it varies by department.

The school provides 8th graders with the opportunity to tour Lahainaluna High School and engage in discussions related to course choices. More needs to be done to incorporate conversations of college and career readiness within the curriculum. Current exposure is limited to foundational skills.

Some professional development has occurred to address curriculum integration and interdisciplinary units (IDUs), but due to a large number of new teachers who have not been trained there are currently no IDUs planned. Time needs to be allocated for planning.

Students are able to experience real world applications of what they are learning through the curriculum and instruction. The use of computer technology provides opportunities for hands-on learning as well as through programs like Grow Some Good. Foundational skills for occupations are being provided but not school wide. Some students also have the opportunity to be part of the aquaponics/gardening project.

No studies have been conducted to follow up with students after they graduate. Articulation has occurred with feeder schools to discuss academic tools needed for success post high school.

HIDOE/ACS WASC Category B. Standards-based Student Learning: Curriculum

Areas of strength for Standards-based Student Learning: Curriculum:

1. Students at Lahaina Intermediate School are exposed to lessons and activities in their classrooms that reflect individual, state, and national standards.
2. The examination of student work samples occurs in the EES observation cycle for some teachers. A majority of departments and grade levels teams meet to share and reflect upon student work samples that approach, meet, and exceed standards that are set in team and individual CFA's.
3. LIS has prioritized the awareness and integration of the GLOs with all classrooms displaying GLO posters.

Key issues for Standards-based Student Learning: Curriculum:

1. A process for communicating and assessing student and stakeholder understanding and demonstration of the Academic Plan should be in place
2. Differentiation, rigor, and relevance in curriculum needs to be supported and more widely implemented.
3. Real-world and integrated opportunities need to be expanded
4. LIS has not had any follow-up studies of graduates that monitor the effectiveness of the curricular program.
5. Establishing a school-wide process for analyzing student work through data teams and identifying next steps to drive instruction and RTI.
6. Prioritize meeting time to address curriculum mapping, pacing, and articulation in all content areas.

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

- Self-study report
- Focus group discussions
- Classroom Observations
- Student group discussions
- Parent group discussions
- Website
- HIDOE Strategic Plan
- Academic Plan

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction — 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?

There is evidence most students actively participate and are engaged in challenging appropriate learning activities to achieve academic standards and the GLOs as shown in the quarterly Common Summative Assessment data. LIS utilizes data cycle reflections and implementations for curriculum based on content standards and literacy skills.

There is evidence that instruction is organized to support clearly articulated and communicated learning targets in some classes. Teachers are tasked with providing student-friendly learning targets to help students understand the value of what they are learning, and why they are learning it. GLOs are reinforced to students in the classroom, based on content standards.

There is evidence LIS staff members use students' voice and feedback in order to adjust instruction and learning experiences. Laulima representatives are chosen from each class to come together and plan grade level learning activities for student engagement.

C2. Instruction — Rigorous and Relevant Instruction

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

There is evidence teachers are current in the instructional content through ongoing individual and school-provided Professional Development and technology opportunities and training. Teachers integrate technology in the classroom and students have access to technology through 1 to 1 Chromebooks. There is evidence that the teachers need to continue to improve the rigor in the classroom.

There is evidence teachers are using a variety of strategies to deliver instruction. Teachers provide engaging student centered and differentiated instruction that supports students as facilitators of their learning.

There is evidence teachers use differentiated instructional practices to meet individual student needs. Multi-tiered systems of support and inclusive practices, including inclusion teaching, are in place to support all students including but not limited to high achievers, students with special needs, and English Learners.

There is evidence teachers involve students in activities where they can express their opinions and perspectives. Students also engage in activities where students can explore their curiosity to demonstrate thinking, problem-solving, and application of knowledge and skills.

There is evidence all students are provided age-appropriate opportunities for real world experiences in the classroom. LIS provides a variety of programs for students to choose from, elective classes, and opportunities such as Renaissance, clubs, field trips, contests, and community partnerships.

HIDOE/ACS WASC Category C. Standards-based Student Learning: Instruction

Areas of strength for Standards-based Student Learning: Instruction:

1. Creative and Critical Thinking, Problem Solving, Application, and Instructional Technology instruction are utilized across content
2. Real World Experiences to Enhance Learning are occurring
3. Teachers use a variety of instructional strategies to engage students.

Key issues for Standards-based Student Learning: Instruction:

1. Establish common understanding of, and creating, an Equity-Centered Learning Environment
2. Current Knowledge- Having qualified, certified staff is a challenge to the school
3. Continue to utilize rigorous lessons and teaching strategies
4. Align instruction to a common grading criteria/system that is fair and equitable schoolwide

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

- Self-study report
- Focus group discussions
- Classroom Observations
- Student group discussions
- Parent group discussions
- Website
- HIDOE Strategic Plan
- Academic Plan

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

D1. Assessment and Accountability — 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 measure student achievement on individual student-, schoolwide program-, and subject/grade-levels?

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?

There is some evidence LIS uses effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to most stakeholders. Teachers utilize i-Ready data as teams and by individual students. Grade level data is analyzed as teachers look for growth. LIS uses a variety of assessments, including but not limited to SBA, i-Ready, surveys, Achieve 3000 Level set and WIDA ACCESS.

LIS has attempted to provide teachers time to identify essential standards, develop common formative assessments and analyze data to inform instruction; there has been inconsistency due to lack of substitutes. Teachers have time every other week which has made the progress slow. There is inconsistency in the implementation of a standards based grading system, however, LIS continues to work towards a schoolwide system being used in all classrooms.

LIS uses the ILT, ART, and Data teams to analyze some data and modify the school's programs and processes, identify professional development needs, and allocate resources. A result of the analysis of the data was "Listen to Learn" training for math teachers. The program is new and there is no data at the time of the self study, however, teachers feel it has increased student engagement in the classroom.

The school has a somewhat effective system to monitor all students' progress toward meeting the academic standards and General Learner Outcomes and provides appropriate interventions. The interventions include but are not limited to Comprehensive Student Support System (CSSS), and Response to Intervention (RTI). LIS has identified a need to better track student SEL and GLO progress.

D2. Assessment and Accountability — 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?

There is some evidence teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student. Teachers also incorporate PBLs in their instruction. There is a need to implement a schoolwide system for grading that is fair and equitable for all students.

There is evidence students are provided with opportunities to reflect on their learning. The departments have curriculum folders where they share assessments and curriculum plans. Teachers use different question formats in summative and formative assessments. Teachers use the findings to understand where the students are struggling and reteach that area. While some teachers are providing class time for students to reflect and assess on their learning in order to set goals, there is no school wide policy or practice that evidences regular across-content opportunities.

There is evidence most teachers give detailed feedback, whole-class and individually, based upon the student performance on summative and formative assessments.

There is evidence some teachers use assessment data to make decisions and modify instructional practices within the classroom setting. There is a need to incorporate more time for teachers to develop assessments and analyze data on a more frequent basis.

Teachers assess students on the National or State Standards for their particular subject, some using the National Content Standard for electives. Most teachers employ standards-based assessments in their classrooms to determine student success. Teachers are responsible for their own curriculum building within the standards. Students are assessed with various online and offline tasks.

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

Areas of strength for Standards-based Student Learning: Assessment and Accountability:

1. Department meetings every other week ensure that department members are held accountable to analyze CFA results.
2. There is a sufficient amount of time allocated towards analyzing, discussing, and reviewing i-Ready data.
3. When articulation days are possible, they are successfully used.

Key issues for Standards-based Student Learning: Assessment and Accountability:

1. i-Ready data for RTI is being analyzed but the data cycle needs to be more consistently implemented.
2. An adequate pool of substitute teachers is needed to allow for articulation days.
3. There is a need to have more consistency in articulating to the students the meaning of their i-Ready scores, involve them in tracking their progress, and guide them in setting goals.
4. School wide common grading practices need to be a faculty discussion.
5. Use of reflection from students would help to support teacher practice.

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

- Self-study report
- Focus group discussions
- Classroom Observations
- Student group discussions
- Parent group discussions
- Website
- HIDOE Strategic Plan
- Academic Plan

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

E1. Parent and Community Engagement

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

Students are expected to know and practice the GLOs during class lessons and extracurricular activities. Posters are up in every classroom. They recognize both providing the opportunities and communication in relation to this indicator is an area for improvement. For the most part teachers are including a thorough list of what students will be learning throughout the year (in some cases specific standards are addressed or generally referenced) on course syllabi which parents are usually required to sign. While the GLOs are observed to be embedded in verbiage on most syllabi, they were not explicitly labeled as GLOs.

LIS employs a wide range of culturally sensitive strategies to encourage parental and community involvement with the teaching/learning process as a focus. The GLOs have been translated into at least four other languages. The school communicates academic achievement of the standards and schoolwide learning expectations through digital communication, the SCC, PCNC, and reports from testing (SBA, iReady), but more may need to be done to provide further information about the assessments and/or the results.

Parents stay informed with academic success or problems through Infinite Campus, Google Classrooms, and other teacher communications like emails, phone calls, eCSSS, RFAs, SSTs, parent teacher conferences, IEPs, and 504 meetings. Parents receive physical copies of the mid-quarter and quarterly report cards, counselor letters, and chronic absenteeism letters. Parents and the community can access student scores through the DOE Strive Hi Data (link on school website) and also receive iReady reports, SBA scores and ARCH reports. The staff has spent some time brainstorming ways to improve family engagement.

In reviewing the website, there is a lot of information that is not up to date including the current Academic Financial Plan, SCC minutes and member information, PCNC newsletters, LIS newsletters, and principal's message. The eNews links are current and social media is also being used to distribute information which can be accessed through the website.

Parents use Infinite Campus and Google Classroom for communication as well as eCSSS records, phone calls, emails, RFAs, PTCs and SSTs, syllabi and eblasts. Collaboration occurs between LIS and LHS during a 2-day CTE presentation to help 8th graders identify a

college/career pathway. Students build relationships with the community through the Renaissance program in which 37 businesses participate in offering incentives and rewards as well as community service opportunities (Partners in Living and Learning). Students go on field trips in the community and parents are offered multiple volunteer opportunities with the school.

Events and opportunities for the community to be active participants include the Renaissance program, Ke Ali'i Night, Open House, guest speakers, the Starbucks program, PBS for media, and field trips through the Kaiapuni Program. Starting in SY 16-17 the principal initiated an on-site garden project in collaboration with "Grow Some Good," a Maui-based non-profit. In that same year the Women in Technology program at the Maui Economic Development Board facilitated after school activities as part of the STEMworks after school program. According to the website it was put on hold in SY 21-22 and no further information has been posted as to whether it will return.

Through the Renaissance Program the school offers a wide range of awards programs to recognize excellence for both students and staff as demonstrated through strong academics, positive citizenship, and community involvement. According to the school website, staff recognition includes Staff of the Month (by students), Staff to Staff of the Month, Makana 'Ike, Renaissance Dayz, Staff Star BQs, Staff Gotchas, & the Golden Ticket Award. Student recognition includes Partners in Living & Learning, Student of the Month, Ke'Alii Pride, 4.0 Club, Birthday Wishes, Golden Ticket Award, SBA/iReady pride, and Renaissance Dayz. Businesses in the community have supported the Renaissance Program by providing donations, services and discounts.

Other ways the community is involved is through the School Community Council, the PCNC, and the PTO.

E2. School Culture

To what extent does the school leadership focus on continuous school improvement through providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, respect, professionalism, and high expectations for all students?

Safety features around campus include safety signs, security cameras, and professional custodial staff. Safety issues and updates are communicated out through the morning announcements, school website, eNews, emails, and social media. COVID cleaning supplies are in all classrooms and masks are available if requested. Students practice the Tribes agreements in class and around campus; however, due to the company changing hands, this may be discontinued. Behavior matrix charts are located all over campus.

As self-reported, there has been a consistent head custodian but an increasing shortage of custodial staff over the last three years. The head custodian heads up a team of four staff who are responsible for daily maintenance and repairs around campus.

There are two security guards who have been with the school for many years. They are responsible for patrolling campus before, during and after school hours and assist with safety issues and processes including fire and safety drills.

Educational assistants play a crucial role in providing physical, cognitive, and emotional safety and wellbeing for the students they have been assigned to during class time and transitions throughout the day; however, a shortage of EAs is also an ongoing issue.

LIS has an on-site student health assistant (SHA) who is responsible for addressing student health concerns and injuries, treating with first aid and emergency care as needed.

There is a new whole-school discipline policy this year. According to results from the Panorama survey, only half of the students who took the survey felt students who broke safety rules are disciplined. Overall positive perception measure is declining and is a current focus for the school. Students are aware of and practice TRIBES activities in class and school-wide activities. Students also utilize the Second Step program.

All stakeholders report a sense of belonging and support on campus. Most students feel they have an adult they can go to on campus and feel generally safe. Some classified staff reported that while they feel supported and part of a community, there is a need to address their social and emotional needs on campus. The Panorama survey is used for student voice. Before and after school enrichment programs are provided.

Data is analyzed to inform staff of the need for RTI programs for students. Counselors look at attendance issues and support needs. Surveys and SEL programs are in place to meet the needs of students. Individual differences and diversity addressed through CTE pathway coaching, specific placing of students in classes (regular/honors/EL/SPED/Math, summer classes, class outside normal school hours), multi-tiered support system (to address academic, behavioral and SE needs), data from iReady and Achieve 3000, Panorama survey, D/F list, and a comprehensive attendance policy. Support is provided for EL, SPED and 504 needs.

Student academic, behavioral, and social-emotional needs are monitored and addressed through data analysis and teacher collaboration. Inclusion has been integrated into core subjects and students have two teachers for support during those periods.

The school offers a variety of sports that appeal to a wide range of student interests including basketball, volleyball, wrestling, cross country, flag football, and soccer. Other clubs and after

school activities include REACH, STEM/Robotics (STEM currently on hold), Drama, and the Learning Lab.

E3. Student Support — Personalization and Accessibility

To what extent does the school ensure that every student's education is personalized, informed by high-quality data, monitored, and advances them toward readiness for success in career, college, and community?

LIS provides virtual field trips, podcasts, STEM, fine arts and media production classes for exploration. Students can get job experience by completing community service through the Renaissance program. A school partnership with Starbucks has allowed general education and SPED students to work together in learning and practicing workplace skills. Teachers bring in guest speakers from the community to learn about different careers and in some instances teach career specific skills like the culinary department from the University of Hawaii.

Teachers and parents can nominate students for honors classes and students can also self-nominate. Teachers then use a matrix and where a student falls based on a variety of factors including pretests to help them decide whether Honors is the appropriate placement. All students belong to a House with Blue Houses including SPED and Honors and White including EL and 504. Staff analyze data from multiple sources to determine student needs. Surveys are reflected in EES and teachers meet in houses to analyze academic and behavioral progress.

The school has an attendance policy and follow-up actions through Infinite Campus, counselor phone calls, and VP letters after a certain number of absences.

Students in 5th grade transitioning to 6th grade are invited to an orientation night where they can tour the campus, meet with teachers and staff, and learn about classes. In the first couple of weeks, each House selects a group of students who will be paired with an Adult Advocate on campus. Students in Laulima receive SEL support that can help them with common transition issues. Students in 8th grade tour the high school campus and learn about CTE pathways through counselor presentations.

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

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

1. LIS is a data rich school.
2. LIS has effective teams to identify areas of growth.
3. LIS has a plethora of SEL curriculum that we have at our disposal to help develop the whole child.
4. The school has developed a culture which exemplifies the feeling of community, belonging and respect.

Key issues for School Culture and Support for Student Personal and Academic Growth:

1. Follow through on addressing and implementing steps regarding identified areas of need/ growth for student learner needs/ improve school culture.
2. Increase shared leadership distribution, including the number of people involved in leadership roles in addition to a schoolwide accountability program.
3. Evaluate the effectiveness and accountability measures for the use and efficacy of schoolwide programs regarding academic and whole child success.
4. Determine school wide data team and RTI processes to address individual student needs.

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

- Self-study report
- Focus group discussions
- Classroom Observations
- Student group discussions
- Parent group discussions
- Website
- HIDOE Strategic Plan
- Academic Plan

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

Schoolwide Areas of Strength

1. The school has established a clear, coherent Vision and Mission, and General Learner Outcomes; the school's Academic Plan is based upon high-quality standards and is congruent with research, practices, the school profile data, and a belief that all students can learn.

2. The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff; these are understood, implemented, and monitored by administration and staff.

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

4. Students at Lahaina Intermediate School are exposed to lessons and activities in their classrooms that reflect individual, state, and national standards.

5. The examination of student work samples occurs in the EES observation cycle for some teachers. A majority of departments and grade levels teams meet to share and reflect upon student work samples that approach, meet, and exceed standards that are set in team and individual CFA's.

6. LIS has prioritized the awareness and integration of the GLOs with all classrooms displaying GLO posters.

7. Creative and critical thinking, problem solving, application, and instructional technology instruction are used across the content

8. Real World Experiences to Enhance Learning are occurring

9. Teachers use a variety of instructional strategies to engage students.

10. Department meetings every other week ensure that department members are held accountable to analyze CFA results.

11. There is a sufficient amount of time allocated towards analyzing, discussing, and reviewing i-Ready data.

12. When articulation days are possible, they are successfully used.

13. LIS has effective teams to identify areas of growth.

14. LIS has a plethora of SEL curriculum that we have at our disposal to help develop the whole child.

15. The school has developed a culture which exemplifies the feeling of community, belonging and respect.

Schoolwide Critical Areas for Follow-Up

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

1. Establish understanding and demonstration of academic standards with students, parents, and the school community and to increase involvement and support of student success
2. Rigor and relevance in curriculum need to be supported and more widely implemented
3. Real-world and integrated opportunities need to be expanded
4. Equity- centered Learning is an area of growth
5. Better articulating to students the meaning of their assessment scores, involving them in tracking their progress, and guiding them in setting goals
6. Distributive leadership that leads to more shared responsibility for roles/responsibilities; increase shared leadership distribution, including the number of people involved in leadership roles
7. Accountability for staff-selected and schoolwide programs needs to be established regarding academic and whole child success

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

1. LIS staff will continue to increase the amount of rigor being implemented in the classroom through professional development, and utilizing strategies including but not limited to interdisciplinary units, and student interaction.

2. LIS staff will increase student engagement by expanding real-world and integrated opportunities, articulating the meaning of student assessment scores, and continue to increase support for all students to be successful.

3. LIS staff will utilize professional development, PLC, and department/house meetings to implement school wide common grading criteria and continue to improve data collection, analysis, using data to drive instruction, and identify students for academic support including but not limited to CFA's, rubrics, and student reflection.

Chapter V: Ongoing School Improvement

Lahaina Intermediate School has an academic plan in place. Each of the 7 areas of growth are the goals of the Academic Plan. The plan has activities from the previous plan and new activities identified from the self-study. The Academic Plan goals address the critical areas for follow-up and will enhance student learning. The plan is user-friendly and has integrated all major school initiatives. The academic Plan is feasible within existing resources. There is commitment schoolwide for the initiatives in the plan.

The school has in place factors that will support the implementation of the Academic Plan. Many activities have already been started by the school site. Continuing to get buy-in from the teachers will be essential for the school to implement the Academic Plan. The follow-up process the school intends to use to monitor the accomplishments of the schoolwide Academic Plan is sound.