HIDOE/ACS WASC MID-CYCLE VISIT
VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

LAHAINA INTERMEDIATE SCHOOL

871 Lahainaluna Road
Lahaina, Hawaii 96761

October 19 - 21, 2020

Visiting Committee Members

Loretta LH Yee, Chairperson
Educational Officer, Honolulu District Office

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Vice Principal, Kapolei Middle School

I. Introduction

Include the following:

- **Succinctly describe the school location, type of school, grades served, school programs, demographics, and student performance data. Include the major implications of the data, the identified student learner needs, and the identified school needs.**
- **Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last visit.**
- **Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the Academic Plan and the preparation of the progress report.**

Description

Lahaina Intermediate School (LIS) is the only public middle school serving grades six, seven and eight on the west side of Maui. Located in Lahaina town, it is part of a greater Lahaina population area which is approximately 77 square miles. Currently, about 64% of the students qualify for free and reduced meals. The largest ethnic groups are Asians, Pacific Islanders and Hispanics. LIS's student body numbers 700 students, which reflects a steady decrease from 771 in 2018-19, and 744 in 2019-20.

LIS recognizes the continued need to address the slow increments of student improvement in meeting proficiency in State achievement testing benchmarks (with the exception of HSA Science scores), and the school achievement gap of high needs student population with plans and programs to meet the struggling learner's needs.

Further analysis of SBA Math and ELA scores by claim shows that recent areas of strength for the learners are in Writing, Research & Inquiry, and Speaking & Listening, along with Problem Solving and Communicating Reasoning. Areas of weakness by claim are Concepts and Procedures and Reading, which are also reflected in the decrease of 8th grade Literacy as reported in the StriveHI results.

Significant Changes and Impact

Since the last full accreditation visit in March 2017, the certificated staff has remained largely unchanged; the principal and one vice principal has been there over five years. Currently about 93.6% of teachers are licensed, slightly down from 97.7% a couple years prior.

As LIS introduced and incorporated the State's vision of Nā Hopena Aʻo (HĀ) into its vision and Academic Plan goals and focus, intentional connections were made to class lessons, the GLO's and schoolwide TRIBES focus.

LIS staff formed a committee to address advancement of this goal in the 2017-2020 Strategic Plan. Student Voice became part of the LIS 2017-20 Academic Plan process, and professional development was provided to staff and to the committee to facilitate the growth of student voice. Student teams for student voice have included and expanded from traditional school student representation to participation in initiating and planning school activities and even the interview process for new teachers.

Much of the professional development is conducted by LIS teachers and staff. They share the knowledge and strategies gained from training sessions attended in groups or pairs, such as when teams attend the annual Hawai'i Association of Middle Level Education conference. Complex personnel also provide additional staff training on subjects such as data teams, unpacking standards, and interdisciplinary teaching. Over the years, Title I funds are used for

training which target support for the needs of disadvantaged students. LIS has had a number of outside providers which they have implemented and leveraged new learnings to drive results. These include Stetson & Associates for Inclusive Practices, RTI Coalition for tiered supports and Diana Browning Wright Consortium for MTSS.

Effectiveness of stakeholder engagement

LIS's Academic Plan reflects its school design which demonstrates the adoption of a growth mindset and a focus on equity and access to address the WASC Critical Areas of Need. The Academic Review Team (ART) facilitated the process of the Plan-Do-Check-Act (PDCA) of continuous improvement. All staff were involved in the process for the purpose of understanding and checking evidence of progress regarding student outcomes. Additionally in SY 2018-2019, the complex area superintendent had initiated a system of quarterly school-based goal-setting and progress monitoring, based on the Academic Plan goals, and progress monitoring of these goals.

At the school level, stakeholders involved in the process for developing, implementing, and monitoring the Academic Plan and preparing the progress report are school leadership and staff, students, and the School Community Council (SCC). More recently, in SY 2019-2020, a WASC Coordinator/Title I position was created to monitor Title I implementation and help organize and report the progress of our school improvement process and programs in accordance with the LIS Academic Plan and the findings of the last WASC full self-study.

II. Progress on Implementation of the Academic Plan

- **Based on the school's summary of progress and impact on student learning, evaluate the degree to which the student learner needs, the identified school needs, and the critical areas for follow-up are aligned and evident in the revised Academic Plan.**
- **Based on the VC findings on alignment, evaluate how the school has made progress on the student learner needs and identified school needs in the Academic Plan to strengthen continuous improvement initiatives. (Include relevant evidence to support the findings.)**
- **Explain why any critical areas for follow-up have not yet been completely addressed, if applicable. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)**

Note: If any critical areas for follow-up were not included in the school's Academic Plan, indicate what actions have been taken to address these issue(s), include supporting evidence and impact on student learning.

1. **An excellent communication system is a hallmark of successful organizations. LIS should examine its current communications systems and meeting structures to evaluate their effectiveness. New models of communication and meetings should be developed with input from all staff and that focuses on the entire LIS community (school, Complex schools, parents, businesses).**

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

At Lahaina Intermediate School, Principal Bookland embraced a model to build trust through transparency by the intentional use of technological resources and collaborative leadership team actions. Immediately following the WASC visit, standardized agenda and minutes were used when planning and recording meeting information. As communication became accessible to all, the google drive and calendar were common vehicles to get current information. By the following year and after working with the leadership group, the principal was able to provide comprehensive information on the delineated roles and responsibilities. The school website and tools became the common communication vehicle. (Critical Areas 1,2)

Communication continues with the families through School Year 2020-21 though weekly eblast, the school's website, newsletter and social media postings. The administrators, teachers and staff remain connected via email, phone call and WebEx conferences. The Possip program remains as a great tool for garnishing feedback from families to the Principal and thus enhancing the relationships across all groups; staff, parents and community. (Critical Areas 1,2)

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

School Leadership and the Instructional Leadership Team (ILT) are led by the principal and includes administration, department chairs, Technology Coordinator, Student Services Coordinator (SSC), and the Curriculum Coordinator. The Academic Review Team (ART) includes the administration and department chairs working alongside the Complex Area Superintendent and Complex ART. The ILT monitors and coordinates major school initiatives ie. Data Teams, MTSS, Common Core Standards, EES, Induction and Mentoring, SEL, Universal Screener, and Academic Plan. (Critical Area 3)

4. **Implement differentiated instructional strategies for all learners.**

Since the last accreditation visit, the ILT has continued implementation of schoolwide instructional strategies: Collaborative Conversations, Close Reading and Claims, Evidence, Reasoning or CER across all content areas and have been incorporated into the Academic plan following the PDCA cycle. These schoolwide strategies are communicated to new staff members and articulated further in departmental or House meetings.

Solution Tree provided training to LIS to form a framework and philosophy for creating their own Response to Intervention. The following year, Stetson and Associates provided training to LIS in using research-based best practices for meeting the needs of our students in inclusion classes. Both general education and special education teachers were provided training on teaching specific skills and tools for students' success and then followed with once a month articulations between the pair.

The overall goal was to learn and implement new models and strategies with fidelity and develop the cooperative teaching relationships needed to improve student learning and to close learning gaps. In inclusion classrooms, there are two teachers who work collaboratively to ensure student learning needs are being met at all levels. In SY 2019-2020 the articulation opportunities continue, with the emphasis on differentiation to meet the needs of special education students. New students to LIS requiring EL supports are introduced to the Newcomers program which orients a student for two weeks. EL Students receive language acquisition in a whole class consisting of all levels of language learners. (Critical Area 4)

5. **LIS struggles with common planning and collaboration time for teachers across content areas (interdisciplinary instruction), by grade levels (vertical articulation), and for modifications/interventions of RTI or high needs students (inclusion). The school should develop a school schedule which facilitates planning and collaboration time, but with an emphasis on what best meets the needs of the students.**
6. **Collaboration Time: a) an increase for grade level teams to plan interdisciplinary units; b) per SBA data, inclusion program to have open communications among the SPED, ELL, general education, monitoring, and variance teachers.**

LIS RTI implementation plan evolved incrementally over the last three years. Several of the developments include: change in bell schedule, creation of house structure, focus on essential standards, common assessments, and unit plans, coupled with learning targets and academic interventions and the beginnings of data team cycles. As all teachers look at the rigor of content across all departments, there appeared the intent for a laser focus on horizontal and vertical alignment. Additionally, the student growth scores were to be measured through i-Ready assessments. (Critical Areas 5, 6)

The efforts to address the modifications/interventions of RTI or high needs students (inclusion) over the last three years is reflected in the Grade 6, 7 and 8 Laulima classes. There appears to be one model with the Grade 6 Blue Group. The SY 2020-2021 LIS Academic Plan reflects scheduled sanctioned time for continued Wednesday bi-monthly department meetings. (Critical Area #5)

Each Wednesday of the school calendar has been designated for either as departmental or House (team meetings) whereby teachers share successful instructional strategies in school-wide initiatives such as literacy, inclusion, social-emotional learning, RTI, and inclusion practices. Staff also share their knowledge and strategies gained from training attended in groups or pairs, such as when teams attend the annual Hawai'i Association of Middle Level Education conference. Complex personnel also provide additional staff training on subjects such as data teams, unpacking standards, and interdisciplinary teaching.

Teachers focused and collaborated on using student data to target and refine content standards to enhance instructional and curricular rigor and equity. Each core teacher paired with a similar teacher makes data-driven decisions for choosing power standards and curriculum, ensuring each student in each grade level access to the same rigorous curriculum. The new structure of core teacher pairs has facilitated articulation and collaboration time and has enhanced the opportunity for student access to rigorous standards-based curriculum and instruction.

Students and grade-level teams are divided into two houses: the Blue House and the White House teams. The teachers of the Blue Houses serve the Honors and Sped student populations, and the White House teachers focus on the students with English language learner needs and 504 students. Students not in one of those categories were scheduled heterogeneously in either house. This organization of houses enables teachers of students with high needs to better focus on instructional strategies to meet special students' needs and provides for more refined collaboration with support teachers, such as SPED. Regrouping the grade level, EL, and inclusion teachers into two houses has allowed for efficiency in discussing and sharing strategies for intervention for student academic and behavioral needs, as each house shares a common, smaller group of students.

At the end of SY 2018-2019, the principal reorganized teacher room assignments to place grade-level core instruction teacher pairs in close proximity. This physical use of classrooms

was planned to facilitate core instruction supports and enrichments, allowing students of the grade-level content area teacher pairs to move more efficiently between the two teachers for Tier II or III intervention in their core classes.

In SY 2019-2020, house strategies for intervention, support, and enhancement for academic and social-emotional articulations for grade-level teacher teams has expanded to planning Tier II and Tier III skill interventions as house teams create ways to group their students within their classes and explore instructional groupings within teacher content area teams.

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.**

After a successful piloting of iReady by the Math department and the value presented to teachers and students, LIS decided to use the iReady as its universal screener. Having piloted the use of iReady in its curriculum, they found the iReady system to be more comprehensive in assessment of student skills in line with CCSS, offering additional relevant student practice and activities for intervention and enrichment. The Math department found its data reporting system more user-friendly and relevant to the students' learner needs. For example, students will automatically receive practice items in skills assessed as high-need for intervention, and the program groups students by skill sets needed for the classroom teacher. The iReady is administered to all students during their Laulima class. Based on the student's iReady assessment results, the iReady program generates an individualized set of practice activities adjusted to the students' needs in reading and math. Teachers in Laulima use the student groups by skill level provided by iReady for their Laulima students, and work with small groups using iReady or other materials for Tier II and III interventions.

Through the training provided by the Diana Browning Wright Continuum, LIS gained an accurate understanding of the importance of a Multi-tiered Systems of Support (MTSS) for student behavior. LIS also focused on change possibilities and simple strategies used school-wide is correlated (along with a school-wide emphasis on Positive Behavior Intervention System approaches to discipline) with the formation of a proactive teacher-led and driven "Culture and Climate Committee' to address the existing Class D Discipline approach. (Critical Area 7)

III. Schoolwide Areas of Strength and Critical Areas for Follow-up

- **List the schoolwide areas of strength identified during the current progress visit. (See the HIDOE/ACS WASC schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)**
- **List the critical areas for follow-up that have not yet been completely addressed, if applicable. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)**
- **List any additional new growth areas for continuous improvement identified during the current progress visit, if applicable. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)**
- **Include a copy of the address link for the school's most recent Academic Plan.**

Schoolwide Areas of Strengths

1. Communication and trust through transparency (Critical Areas #1 and #2)
2. Clearly delineated and communicated roles, purpose and responsibilities of each group. (Critical Area #3)
3. Dedicated collaboration time to maintain the laser focus on providing for students' needs across social emotional learning and academic proficiency. (Critical Area #5 and #6)

Critical Areas for Follow-up, and Growth Areas for Continuing Progress

1. As teachers implement differentiated instructional strategies for all learners, identify a few that are working schoolwide. Continue to evaluate these impacts on student progress. (Critical Area #4)

2. Re-engage Data Teams process to examine student work, identify gaps, and address gaps with learning strategies. (Critical Area #7)

New additional growth areas for continuous improvement

Celebrate the schoolwide incremental progress and reflect on the effective educational practices which contribute to these growths.

Lahaina Intermediate School SY 2020-2021 Academic Plan