



Complex Area Report – Hilo-Waiakea - January 2014

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Complex Area FTE: 12

7 (6+STEM) Priority Strategies:

	Comments
Complex Area	<p>Implementation Strategy: Refocus and redesign Complex Area structure strategically to allow for the integration and alignment of the seven priority strategies</p> <ol style="list-style-type: none"> 1. <u>Establish Relationship Between All 7 Strategies</u>: Developed process, based on the Common Core Standards Implementation Process Model (CCSIPM)*, to integrate all seven priority strategies 2. <u>Communicate and Obtain Complex Area Wide Commitment on Implementation</u>: Communicate and train principals and school teams to get agreement and understanding of roles and responsibilities in implementation 3. <u>Develop and Utilize Uniform Monitoring Tool</u>: Create Implementation and Status Report (I&S) to have schools identify current status (with evidence), need areas and next steps in alignment to State Implementation Continuum 4. <u>Provide Support and Articulation Opportunities</u>: Develop, plan and conduct face-to-face meetings as well as complex area wide institutes to support and train school leaders and school teams 5. <u>Create Video Resource Bank</u>: Videotape walk-through of the development, delivery and assessment of model lessons (integrating the strategies by grade level) through the Common Core Standards Implementation Process Model (CCSIPM)
Academic Review Team (ART)	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • 100% schools have established ART structures with identified accountable leads for all priority areas • Created HW Implementation and Status report (I&S) to assist schools in: <ul style="list-style-type: none"> - Accurately identifying, <u>with evidence</u>, current implementation status; - Identify and prioritize next steps to address roadblocks/barriers to <u>deepen implementation</u> • Designed and implemented Complex Area wide Complex Area ART Institute I (Orientation Training): <ul style="list-style-type: none"> - Clarify roles, responsibilities and expectations of ART members - Participate in Complex Area wide K-12 articulation by strategy area - Train on using the State Field Assessment and Assessment Framework - Train on completing and gathering evidence for Complex Area Implementation and Status Report • Designed and implemented Complex Area wide Complex Area ART Institute II (Train the Trainer-Capacity Build): <ul style="list-style-type: none"> - Provide professional development training on sections I-III on the Common Core Implementation Process Model - Train on using the State Open Educational Resources (OER) online teacher resource portal

	<p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Plan and project for ART Institutes III & IV • Plan and provide Academic Plan training/orientation to all Complex Area ART Leads and school teams to ensure: <ul style="list-style-type: none"> - Alignment ART next steps and Academic Plan enabling activities - Support and input of Complex Area Support Teams (CAST) through worksessions and consultation - Peer review of the Academic Plans by Complex and school leaders • Complex Area ART Lead to work closely with individual school ART leads onsite to provide customized support based on quarterly school Implementation and Status reports • Work one-to-one with ART leads and grade levels through the data teams cycle to build internal capacity <p>School Accomplishments:</p> <ul style="list-style-type: none"> • 100% of schools are making progress on State Implementation Continuum • Re-identified school level Academic Review Team (ART) members to meet the demands of the ART process • Use evidence to justify identified school’s status on the 7 priority strategies utilizing the State’s Implementation Continuum • Utilize Complex Area generated Implementation & Status (I&S) report to identify and substantiate the next steps needed to deepen implementation of the 6 priority strategies <p>School Next Steps:</p> <ul style="list-style-type: none"> • Use Implementation and Status (I&S) report results to prioritize priority strategy roadblocks and challenges for infusion into the Academic Plan • Align priority strategy next steps with Academic Plan enabling activities to ensure schoolwide implementation effort • Continue to build internal capacity to ensure implementation of the 6 priority strategies
<p>Formative Instruction / Data Team (FI / DT)</p>	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • 100% of schools have committed to use the <i>Common Core Standards Implementation Process Model (CCSIPM)</i> to integrate the seven priority strategies • 100% of school level accountable leads have been trained in the CCSIPM’s critical first three steps via ART Institute I. • Provided collaborative, school level trainings involving various priorities, e.g., FI/DT, CCSS, CSSS/RtI, and I&M. • Provided professional development in Formative Instruction and Data Teams at both Hilo and Waiakea Complex Articulation days <p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Continue to work with school level data team to operationalize CCSIPM. • Continue to infuse the six other strategies in future professional development sessions. • Continue to work on systematizing communications and enhancing the feedback loop to teachers

	<p><i>School Level Accomplishments:</i></p> <ul style="list-style-type: none"> • 100% of schools completed the quarterly <i>Implementation & Status Report</i> for Formative Instruction • 100% of schools have data teams in place. <p><i>School Level Next Steps:</i></p> <ul style="list-style-type: none"> • Continue to operationalize the CCSIPM in their Formative Instruction/Data Teams • School leads will participate in webinars focused around need areas in the FI/DT processes and deliver training to staff (may be with the support of the FI/DT CAST).
<p>Common Core State Standards (CCSS)</p>	<p><i>Complex Area Accomplishments:</i></p> <ul style="list-style-type: none"> • Provided collaborative, school level trainings involving various priorities, e.g., FI/DT, CCSS, CASS/RtI, and I&M. • Created a web portal to share online resources among Complex Area teachers and to support implementation plans in all priority areas • Provided professional development in common core shifts at both Hilo and Waiakea Complex Articulation • Provided additional support to schools in the implementation of the state-wide adoption of Wonders (elementary) and Springboard (secondary) English/Language Arts curriculum <p><i>Complex Area Next Steps:</i></p> <ul style="list-style-type: none"> • Continue to provide customized support to schools • Develop professional development trainings for Math and English/Language Arts. • Continue to work on systematizing communications and enhancing the feedback loop from schools • Meet with all school accountable leads to support in the implementation of the CCSS.

	<p>School Level Accomplishments:</p> <ul style="list-style-type: none"> • 100% of schools completed the quarterly <i>Implementation & Status Report</i> for CCSS • Aligned school and classroom libraries to common core reading targets and to appropriate lexile levels and balance of fiction/non-fiction books • Continued the process of aligning lessons to common core state standards • Determined Professional Development needs to implement all aspects of the CCSS <p>School Level Next Steps:</p> <ul style="list-style-type: none"> • Continue alignment of lessons and resources to the CCSS • Continue or prepare for implementation of the Wonders/Springboard curriculums • Develop deeper understanding of the rigor needed to implement the CCSS. • Develop deeper understanding of vertical alignment of the writing processes needed for opinion and argumentative writing. • Understand and utilize the types of assessments involved in the Smarter Balance Assessment Consortium state-wide test • Determine the most useful evidence to collect to support a high level of implementation of the CCSS
<p>Comprehensive Student Support (CSSS)/RTI</p>	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • All CSSS/RtI accountable leads, through their participation at the Complex wide ART Institutes this fall, were provided professional development and support: <ul style="list-style-type: none"> - <u>ART Institute I:</u> Break out session focused on building the knowledge base of CSSS/RtI accountable leads on the components of the <i>CSSS/RtI Continuum</i>. - <u>ART Institute II:</u> Instruction and guidance on the <i>Common Core Standards Implementation Process Model</i>. This model was introduced to CSSS/RtI leads as a process to use when planning for, implementing and assessing student academic interventions. <p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Initial efforts to develop Task Force to include representatives from SBBH, School Counselors, Student Support Coordinators, and State Complex Area CSSS lead (CAST) to align efforts to build a stronger the SBBH model • Continue face-to-face meetings with CSSS/RtI school accountable leads: <ul style="list-style-type: none"> - To provide support and guidance to individual schools/school teams - To discuss current placement on the <i>H-W Implementation & Status Reports</i> - To inventory school resources and supports to provide schools and the complex area an additional source of information in planning for next steps and identifying areas of professional development and support

	<p>School Level Accomplishments:</p> <ul style="list-style-type: none"> • 9/13 (69%) of schools have nurturing practices and proactive student behavior support systems • 13/13 (100%) of schools have one or more of the six critical elements of <i>Comprehensive Student Support</i> in place • 13/13 (100%) of schools have taken proactive steps to components of their <i>Response to Intervention</i> systems into place <p>School Level Next Steps:</p> <ul style="list-style-type: none"> • Explore to build systems to analyze schoolwide to individual student data • Utilize data to implement proactive and/or responsive interventions a manner that is efficient, yet effective
<p>Educator Effectiveness System (EES)</p>	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • Educator Effectiveness System Educational Officer (EO) met with 9/13 principals during winter break: <ul style="list-style-type: none"> - Reviewed current placement on the EES Implementation Continuum and identified actions for next steps. - Discussed the need to identify and address issues under their control - Discussed the need for schools to build capacity of the EES as eventually EES will be 100% school responsibility to employ • Organized and scheduled Full Observation Certification for all Complex Area Educational Officers (3 day training and certification test)-January 29-31, 2014 - <p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Continue communication and support to emphasize the critical need for open, timely communication between Administrators and teacher leaders as it relates to the capacity and system building at the school to support EES <p>School Accomplishments:</p> <ul style="list-style-type: none"> • 11/13 schools completed 100% of teacher observations • 12/13 schools have student learning objectives (SLOs) uploaded into PDE3 with principal approval • 13/13 schools participated in Tripod survey administration and completed unpacking with staff (100%) • 9/13 schools have provided professional development to teachers either from EES EO or at the school level for Core Professionalism. <p>School Next Steps:</p> <ul style="list-style-type: none"> • Continue work on the quality of observation notes/evidence • Attend SLO calibration training to provide Principals an opportunity to calibrate the quality of SLOs
<p>Induction & Mentoring (IM)</p>	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • 100% designated mentors and mentees are set up as users of the online contact log PDE3 system to create a virtual accountability and monitoring system • Conducted 2 beginning teacher sessions for year one teachers with high attendance • 48/49 mentors have participated in mentor forums with Induction & Mentoring complex lead

	<p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Work with schools to utilize formative observation tools to provide consistent, unbiased feedback to the new teachers • Strive for 100% return rate on Induction Mentoring end of year survey to be used to the future development of Complex Area program and support • Provide individual support to schools as identified in the quarterly Status and Implementation Report <p>School Accomplishments:</p> <ul style="list-style-type: none"> • 100% of all beginning teachers with two of less experience are assigned an academic school based mentor. • 47/49 mentors actively utilize the virtual system to document support provided to new teachers • Second quarter Implementation and Support second quarter report show that Stakeholder Commitment and Support and Beginning Teacher Professional Development are areas of strength • Efforts are being made to coach the other two mentors on how to utilize the online site <p>School Next Steps:</p> <ul style="list-style-type: none"> • Provide protected time for mentor and mentees to meet on a consistent basis • Develop evaluation tool to assess effectiveness of the program
<p>Science Engineering Math Technology (STEM)</p>	<p>STEM Implementation: Quarterly data collection reveals high need for STEM curriculum and teacher professional development throughout the complex area.</p> <p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • <i>Established partnership with UHH College of Pharmacy to provide STEM professional development sessions (5 segments)</i> • Refocused Stem Cadre to K-5 to develop grade-level specific STEM curriculum over the course of 6 sessions to be held Jan - April 2014 <ul style="list-style-type: none"> - Intent: To build a database of STEM units for to all Gr. K-5 teachers in the complex area, in which science standards are fully integrated with Common Core Math and Language Arts Standards as well as Engineering Design and Technology components. - Formative instruction/data teams processes will be applied to the implementation of the lessons to provide a common foundation for quality instruction and to monitor of student proficiency in science/STEM education - Facilitate and support for teachers in this cadre is provide by a team of complex area RTs including STEM, FI/DT, CCSS, CSSS/RTI, and CCCR. • Built new relationship with UHH Engineering department • Journey Through the Universe Program: STEM flagship initiative with strong business community partnerships that bring working astronomy educators into all classrooms

	<p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Conduct 3 Complex Area and UHH College of Pharmacy STEM courses for teachers <ul style="list-style-type: none"> - STEM focused College, Career, and Community Readiness Symposium: - Highlight STEM-related career opportunities on the Big Island - Integrate cultural education and astronomy - Enhance K-12 articulation of STEM curriculum. - Panel discussion with working astronomy educators will highlight their personal experiences from engagement to success in their chosen career pathways. <p>School Accomplishments</p> <ul style="list-style-type: none"> • Created STEM teacher community through STEM Cadre <ul style="list-style-type: none"> - DeSilva Elementary, Haaheo Elementary, Waiakeawaena Elementary, Kapiolani Elementary, Kalaniana'ole Intermediate and Elementary <p>School Next Steps:</p> <ul style="list-style-type: none"> • Targeted supports who are lagging in implementation per State STEM Continuum
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Priority Community Issues

<ul style="list-style-type: none"> • Career readiness of graduates entering workforce in Hilo community
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Additional Information/Data

<ul style="list-style-type: none"> • Complex created College and Career Readiness Resource Teacher position to support school and community efforts in College and Career Readiness • Partnership with Hawaii Community College to strengthen P-20 conversations and articulation • Expanded communication system and community outreach: <ul style="list-style-type: none"> - In The Loop Publication - Presentations to Community Organizations - Complex Website with links and resources for all 7 strategies - Presentations at school Parent Nights / Parent Workshops - Family Focus Team events
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Complex Area

Unique and Distinctive Programs	<ul style="list-style-type: none">• STEM Program: Journey Through the Universe<ul style="list-style-type: none">- Business Community Partnerships- Community Ambassadors- STEM initiative- College and Career Readiness- Student Spaceflight Experiment Program
Highlights	<ul style="list-style-type: none">• STEM Highlights<ul style="list-style-type: none">- State Winner of Student Spaceflight Experiment Program: 8th grade winner's experiment conducted while orbiting in space- Intermediate VEX Robotics team presented with Excellence Award at Hawaii State Middle School Tournament- International Competition awards earned at High School Robotics Competition in Japan- High school award recipients at Micro Robot Contest at Nagoya University- Underwater ROV 1st Place in Advanced Scout Division (Elementary level)
Greatest Needs	Human Resources - Administrators