

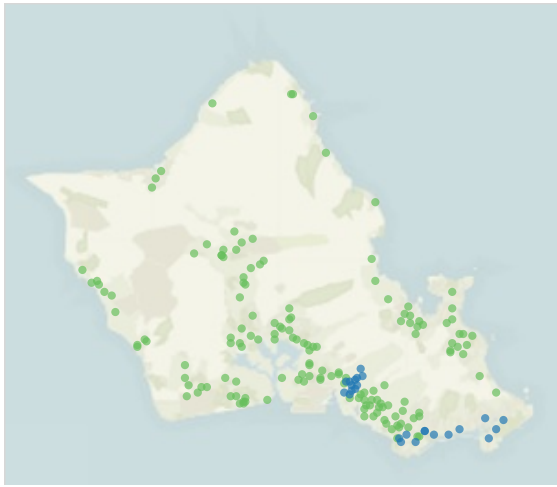
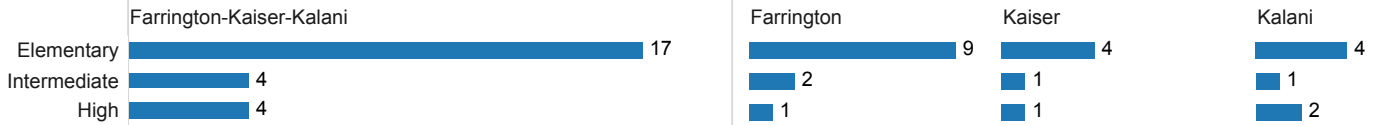
General Business Meeting

April 7, 2015

Superintendent's Report:
Complex Area Superintendent Report for Farrington-Kaiser-Kalani

Complex Area Report: Farrington-Kaiser-Kalani

Number of Schools

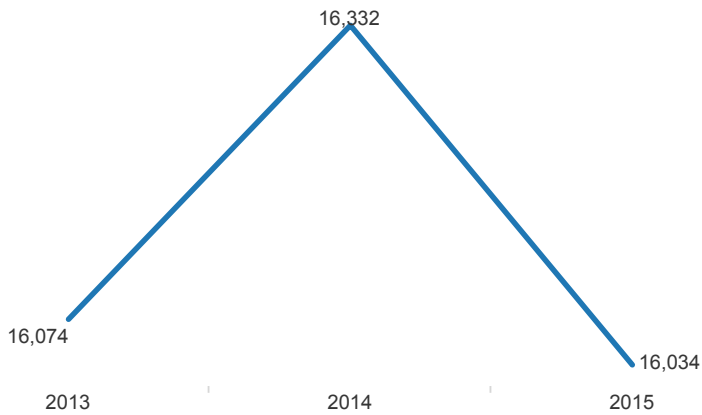


Donna Kagawa

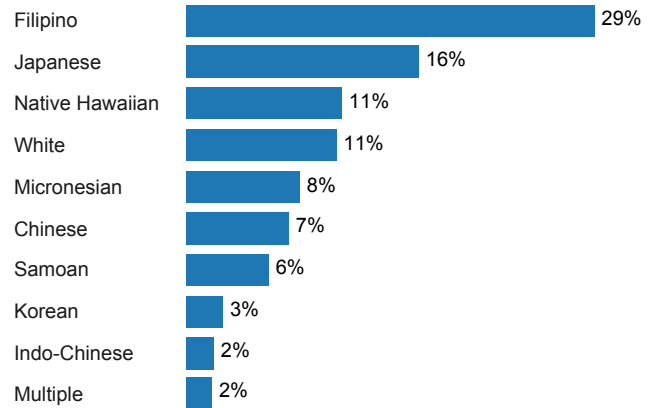
Donna Kagawa served as the Administrator for the Department's Professional Development and Educational Research Institute (PDERI) prior to being appointed Complex Area Superintendent for Farrington-Kaiser-Kalani. As an educator, she spent 14 years in the Los Angeles County and Pasadena Unified School District as a teacher, program specialist and dean of students. Upon returning to Hawaii, Kagawa taught at Kalani High and Ala Wai Elementary in special education, then served as a vice principal and principal of Hokulani Elementary, which was recognized as a distinguished Blue Ribbon School. As a result of her passion to serve in high-poverty areas, Kagawa became principal at Jarrett Middle School where she partnered to turnaround the school while in restructuring and raise student achievement, with the vision that all students can be ready for college, career, community and life. Kagawa holds a bachelor's degree from the University of Hawaii, and a master's in Special Education and an educational administration certification from California State University, Los Angeles.

■ Farrington-Kaiser-Kalani
■ Other Schools

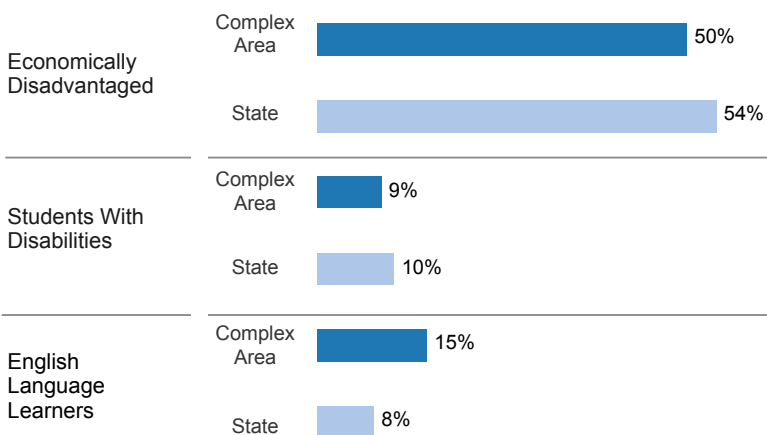
Total Enrollment Over Time



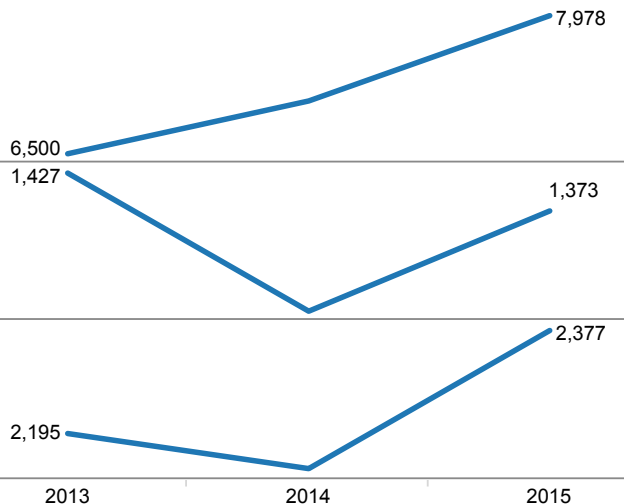
Enrollment by Racial/Ethnic Group Ten Most Common Categories



High-Needs Enrollment by Type



High-Needs Enrollment by Type Over Time

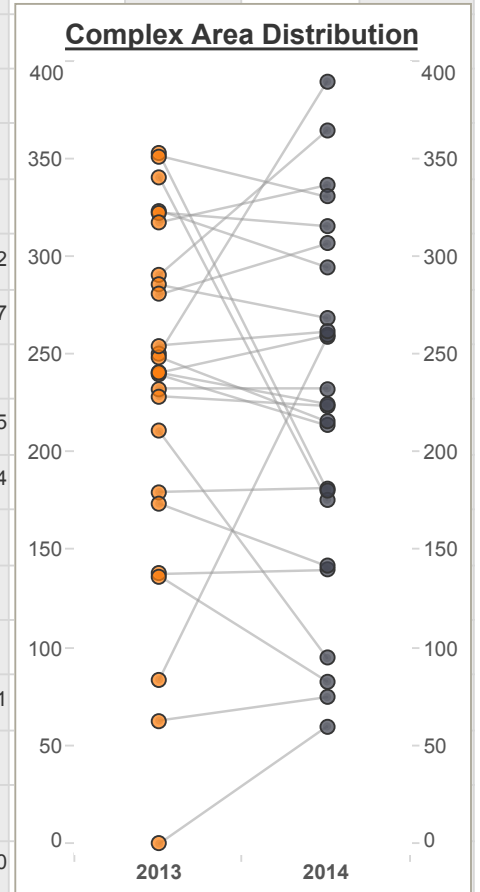


*Data Current as of Early-September 2014

Farrington-Kaiser-Kalani: School Year 2013-2014 Strive HI Complex Area Summary Report

Score Dropped (Orange) Score Improved (Grey)

		WASC Status	Index Score	Admin FTE	Teacher FTE	Math Proficiency	Reading Proficiency	Science Proficiency	Math Growth	Reading Growth	Current Gap Rate	2-Year Gap Reduction Rate	Chronic Absenteeism	8th Grade ACT	11th Grade ACT	Graduation Rate	College Going Rate
Kaiser High	Continuous Improvement	Accredited	225	5	74	58 → 56	83 → 76	37 → 47	45 → 44	49 → 32	39 → 48	-10 → -45			56 → 53	88 → 88	81 → 79
Kalani High	Continuous Improvement	Accredited	260	5	82	53 → 64	84 → 81	39 → 37	32 → 54	52 → 58	32 → 35	13 → -69			50 → 48	86 → 93	86 → 87
Farrington High	Continuous Improvement	Accredited	182	7	158	50 → 43	60 → 54	13 → 22	67 → 61	42 → 45	32 → 38	-39 → -27			16 → 18	70 → 75	55 → 56
HSDB	Priority	Not Accredited	83	2	17												
Kaimuki Mid	Continuous Improvement	Accredited	269	4	61	77 → 79	87 → 88	46 → 60	55 → 58	55 → 53	24 → 25	25 → 16		77 → 74			
Kalakaua Mid	Continuous Improvement	Accredited	214	4	73	56 → 55	64 → 62	21 → 34	61 → 54	57 → 56	34 → 32	21 → 6		39 → 39			
Niu Valley Mid	Continuous Improvement	Accredited	295	4	55	80 → 80	86 → 90	56 → 58	66 → 54	56 → 60	39 → 32	14 → 14		74 → 75			
Dole Mid	Priority	Accredited	75	3	62	37 → 35	50 → 47	10 → 10	37 → 36	40 → 41	44 → 47	-8 → -6		32 → 26			
Hahaione Elem	Recognition	Not Accredited	331	2	32	87 → 87	91 → 90	81 → 83	64 → 54	59 → 60	38 → 16	12 → 51	8 → 7				
Kalihi Uka Elem	Recognition	Not Accredited	181	1	20	72 → 66	75 → 68	53 → 57	76 → 59	62 → 33	21 → 40	33 → -11	14 → 5				
Liholiho Elem	Recognition	Not Accredited	176	1	31	83 → 80	87 → 86	74 → 82	57 → 41	73 → 46	26 → 22	22 → 8	10 → 7				
Aina Haina Elem	Continuous Improvement	Not Accredited	262	2	37	80 → 81	87 → 85	81 → 85	53 → 60	57 → 53	49 → 35	6 → 7	8 → 5				
Wilson Elem	Continuous Improvement	Not Accredited	307	1	39	88 → 93	88 → 90	84 → 89	61 → 60	50 → 56	35 → 29	20 → 25	6 → 6				
Fern Elem	Continuous Improvement	Not Accredited	142	2	39	56 → 52	62 → 54	24 → 36	55 → 49	49 → 38	32 → 37	-3 → -3	20 → 12				
* Kaewai Elem	Continuous Improvement	Not Accredited	216	2	28	52 → 40	52 → 45	38 → 14	74 → 76	52 → 47			31 → 17				
Kahala Elem	Continuous Improvement	Not Accredited	224	2	32	72 → 74	87 → 83	43 → 74	49 → 59	54 → 49	28 → 35	23 → -9	9 → 7				
Kalihi Elem	Continuous Improvement	Not Accredited	95	1	24	55 → 35	64 → 38	5 → 24	62 → 49	54 → 34			27 → 15				
Kalihi-waena Elem	Continuous Improvement	Not Accredited	337	2	38	66 → 57	63 → 57	47 → 53	77 → 67	63 → 62	36 → 27	21 → 42	21 → 14				
Kamiloiki Elem	Continuous Improvement	Not Accredited	316	1	30	82 → 83	90 → 88	83 → 90	57 → 63	66 → 58	32 → 30	17 → -7	10 → 8				
Kapalama Elem	Continuous Improvement	Not Accredited	365	2	41	71 → 71	75 → 71	73 → 77	63 → 64	57 → 60	29 → 22	-25 → 10	9 → 5				
Koko Head Elem	Continuous Improvement	Not Accredited	233	1	26	81 → 83	89 → 84	85 → 87	38 → 46	55 → 57	25 → 28	23 → -10	11 → 8				
Puuhale Elem	Continuous Improvement	Not Accredited	140	1	20	41 → 45	62 → 51	36 → 19	36 → 38	51 → 50			14 → 11				
* Waikiki Elem	Continuous Improvement	Not Accredited	390	2	28	88 → 93	89 → 92	88 → 90	56 → 75	47 → 65	21 → 9	-90 → -9	12 → 5				
Kalihi Kai Elem	Priority	Not Accredited	259	2	44	41 → 55	51 → 51	28 → 53	37 → 59	43 → 55	46 → 37	-27 → 17	11 → 8				
Linapuni Elem	Classification Not Determined	Not Accredited	60	1	19								36 → 20				



Complex Area Report: Farrington-Kaiser-Kalani

Complex Area FTE:

Our complex area team is united under one organizational structure to deliver support to all schools.

- Three (3) in Priority Status: Kalihi Kai Elementary, Dole Middle School and Hawaii School for the Deaf and Blind (HSDB)
- Four (4) Recognition schools: Kalihi Uka Elementary, Liholiho Elementary, Waikiki Elementary and Hahaione Elementary
- Eighteen (18) in Continuous Improvement Status
- Encompasses two(2) charter schools: Waialae Elementary Public Charter School and SEEQS

The team serving 15,919 students across 25 schools in the FKK complex consists of:

- Complex Area Superintendent (CAS);
- School Renewal Specialists (SRS), District Educational Specialists (DES), Educator Effectiveness System (EES) Educational Officer (EO); Complex Area Officer (CAO)
- 24 Complex Area Resource Team (CART): Content and Program Resource Teachers (RTs), Complex Area Support Team (CAST), Science, Technology, Engineering and Math (STEM), Full Release Mentors

"I am glad they used the feedback from teachers in the field to evaluate and adjust the implementation of the EES process."

~Non-Classroom Resource Support Teacher - Farrington Complex

6 Priority Strategies

	Comments
Common Core State Standards	<p>Current Status:</p> <ul style="list-style-type: none"> • Most schools in the Complex Area are implementing at least one of the state selected core programs for CCSS Mathematics or ELA and aligning curriculum maps or pacing guides. • Responses from the field indicating teacher concerns reflecting, in part, a lack of time and experience with the core programs. • CAST team supports schools through planning meetings, lesson development and professional development. <p>Forward Press:</p> <ul style="list-style-type: none"> • The FKK team supports teachers with implementation of CCSS and core programs through complex teacher leaders networks (Farrington Coaches Academy, Kalani Complex PLC, Kaiser Coordinators Meetings); school professional development sessions; and/or school learning community meetings. <ul style="list-style-type: none"> • ELA: On-line and in-person professional development supporting the implementation of core programs was established for first semester. Digital leadership professional development session will be provided to school teams in April 2015 around integration of technology into instructional practice. • Mathematics: Webinars and/or in-person professional development sessions led by core program representatives and Complex team to deepen capacity for implementation will continue in SY 15-16.

<p>Comprehensive Student Supports/ RTI</p>	<p>Current Status:</p> <ul style="list-style-type: none"> • SY 2014-15 focus was to revisit school’s Comprehensive Student Support System and assess the strengths and gaps in order to address and enhance systems. Schools... <ul style="list-style-type: none"> ➢ Reviewed their core instruction and curriculum and determined gaps ➢ Identified at-risk students using multiple sources of data ➢ Used the data team process to determine needs of students and instructional strategies/interventions needed. • Scheduled additional time (and personnel) to work with struggling students. <u>Trainings were provided based on needs of schools:</u> <ul style="list-style-type: none"> Establishing/Applying – Overview of CSSS-RTI and opportunity to assess school strengths, needs, common understandings and begin to set-up a system Integrating/Systematizing – refine current system of support <p>Forward Press:</p> <ul style="list-style-type: none"> • Complex team attended Positive Behavior Intervention and Supports trainer of trainers series put on by State (OCISS) team. Complex team will be proving complex area schools with trainings and support for PBIS. <p>Chronic Absenteeism –</p> <p>The FKK Complex has had a 4% decrease in chronic absenteeism. Schools are creating monitoring systems to intervene early.</p> <div data-bbox="857 688 1432 1066" data-label="Figure"> <table border="1"> <caption>FKK Chronic Absenteeism</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>16%</td> </tr> <tr> <td>2014</td> <td>12%</td> </tr> </tbody> </table> </div>	Year	Percentage	2013	16%	2014	12%
Year	Percentage						
2013	16%						
2014	12%						
<p>Formative Instruction / Data Teams Process</p>	<p>Current Status:</p> <ul style="list-style-type: none"> ▪ It can be reported that 14/25 (56%) of the FKK schools are implementing the data team process to inform instructional and formative assessment practices. Support from the complex area team has been provided to build capacity and deepen the level of implementation along with school visits and follow up professional learning on Data Teams. ▪ Teams from seven schools have received certification in the Leadership and Learning Center model for <i>Data Teams & Decision Making for Results</i> (Dole, Kalakaua, Kalihi-Kai, Linapuni, Kahala, Kalani, HSDB) <p>Forward Press:</p> <ul style="list-style-type: none"> ▪ FKK FI-DT school leads will convene to ensure consistent understanding of the state expectation for schools’ implementation of instructional data teams. These network sessions will be differentiated to address schools to attain level of systematizing (4) by 2016-17. ▪ Schools currently implementing the data team process will be supported to maximize the impact of this process and to inform instructional and assessment decisions. ▪ SRSs and Resource Teachers will be trained in the Data Team process in April 2015 and develop a strategic plan to deliver more customized and effective support to deepen implementation in the schools. 						
<p>Educator Effectiveness Systems</p>	<p>Current Status:</p> <ul style="list-style-type: none"> • During the summer (July 2014), all 25 FKK schools sent teams who participated in training sessions of: <i>Using the Framework to Examine and Improve Practice</i> and <i>Writing Quality Student Learning Objectives</i>. • Only two (2) of the 25 schools requested support in conducting their school’s professional development in these two (2) areas. • This shift is in sharp contrast to SY 2013-2014 when 23 of the 25 schools requested support in conducting PD. • As evidence of building capacity, School Based Teams conduct the professional development at school 						

Education Effectiveness Systems (cont.)	<p>level with varying degrees of support from the Complex Area based on need.</p> <p>This goal of improving FKK administrators' technical knowledge and more importantly, adaptive knowledge in EES is growing over the first year. Additional sessions and updates are integrated during the FKK and Honolulu District Principal meeting time. Continued support occurs on a timely basis to provide ample preparation and notification related to the EES deadlines and requirements.</p> <p>Forward Press:</p> <ul style="list-style-type: none"> • Continue supporting principals in development of principal directed professional development plans (PDPDP) for teachers connected with the efforts of mentors from our Induction and Mentoring Program. • Pilot mentoring support to veteran teachers identified by their principals.
Induction and Mentoring	<p>Current Status:</p> <ul style="list-style-type: none"> • There are 93 first and second year Beginning Teachers, and 41 Year 3 Teachers. They are supported by eight (8) carefully selected full-time mentors; three (3) full release mentors were added this school year through a grant to pilot a Mentor Impact Program. • Mentors meet with their beginning teachers for 1-2 hours weekly, providing job embedded support. Highlights from the Induction Program End of Year Survey results for SY 2013-14 are: <ul style="list-style-type: none"> ○ Administrator Satisfaction: 100% of Principals that took the survey responded that they are satisfied with the Complex Area Induction Program and mentoring support ○ Retention: 90% of the responding Beginning Teachers planned to stay in the profession. ○ Teacher Practice & Student Learning: <ul style="list-style-type: none"> ▪ 96% of Beginning Teachers that took the survey felt their Mentor helped them to be a more effective teacher ▪ 92% of Beginning Teachers that took the survey felt their work with the mentor impacted students' learning
Academic Review Teams	<p>Current Status:</p> <p>FKK Complex Area Academic Review Team includes the 6+1 priority strategies leads, School Renewal Specialists, and Complex Area Superintendent. ART Meetings occur regularly on the last Monday of each month. Beginning in September 2014, the 2014-15 Complex Area Plan was developed by the CA ART with input from all school principals. Each month, the CAO and FKKCA ART leads continue to provide priority strategies updates on all 25 schools. Focus has been for SRSs to participate and support School ART routines at each of his/her respective complex school as well as across the complex area that focus on strategies and activities having the expected impact on student achievement.</p> <p>Forward Press:</p> <ul style="list-style-type: none"> • School efforts continue to integrate the ART process with the initial Elementary WASC Pre-visits, WASC Recommendations and/or Self Studies to guide their on-going reviews of Academic Plans. • SRSs attend school level ART meetings to embed support and better respond to school needs.

*"I feel better about EES this year. I have a greater understanding of the whole process and expectations. I know what needs to go into the sections and the data that needs to be collected."
~Middle School 8th Grade Science Teacher (Farrington Complex)*

Community Issues & Priority Schools

Preparation To and Through College				
	Farrington High School	Kaiser High School	Kalani High School	STATEWIDE
9th Grade Retention 2013/2014 %	13.4%/13.1%	4.4%/5.1%	6.5%/4.2%	10.8%/9.4%
Graduation rate 2014	71%	90%	90%	82%
College Enrollment 2014 2 yr/4yr % completers	34%/17%	32%/42%	36%/41%	26%/30%

From Hawaii P-20 College & Career Readiness Indicators Class of 2014 Report

Farrington has made the “top” five list for improvement in College Transition English for this first time with their Class of 2014. Significant improvements also included closing the gap in college access, the number of students taking AP exams, students scoring 3 or higher on AP exams, proficiency in grade 10 reading and math scores.

Compelling Characteristics in the Farrington Complex

- ❖ High % of second language students & families (Concerns: Literacy, Interpreting supports & services...)
- ❖ High Poverty Rate; serves several Public Housing entities (i.e., Towers at Kuhio Park, Kamehameha IV Housing)
- ❖ Need for Gang diversion alternatives and interagency supports
 - ❖ Significant percentage of students are first generation college going
 - ❖ Achievement by school and complex is below the other complexes in FKK and the state average.

STRIVE HI Priority Schools

Hawaii School for the Deaf and the Blind (HSDB) serves a unique community of students from preschool through grade 12 throughout Hawaii. Its challenges arise from the need to develop bilingual-bicultural education through ASL as the primary language and English as a second language; development of a high quality auditory-based curriculum developing Listening and Spoken Language (LSL); specialized instruction for students with more complex needs; the provision of outreach services to support students in their local schools; and early childhood education services for families.

Dole Middle School (DMS) was awarded the U.S. Department of Education School Improvement Grant (SIG) for three years beginning in SY 2014-2015. DMS continues to push hard to development a culture of learning that is shaped by high expectations and a coherent, rigorous and aligned instructional delivery. Much of it focus is positioned to develop systems, structures and intervention supports to address struggling learners early and in a proactive manner. Addressing turnaround principles inclusive of leadership and instructional

coaching, along with high quality professional development are pillars to the transformation process.

Kalihi Kai Elementary School (KKE) made significant progress in school year 2014-2015 as a Priority School. Much of KKE’s gains have been correlated with their focused and sustained efforts to address differentiated instruction through GLAD strategies, development of systems to ensure a conducive learning environment and leadership and instructional coaching support.

Kalihi Kai	Index Score	Math Prof	Rdg Prof	Science Prof	Math Med SGP	Rdg Med SGP	Curr Gap Rate	Chr Abs
2013	84	41%	51%	28%	37	43	46%	11%
2014	259	55%	51%	53%	59	55	37%	8%

Additional Information/Data

Farrington Kaiser Kalani Complex Area Theory of Action

By establishing coherent, high impact learning opportunities for leadership development for school personnel and support team members in the FKK Complex Area, leaders at all levels will build on their collective capacity to manage change effectively. The results will be growth in the ownership in teacher practice and achievement of all students.

VISION

The Farrington-Kaiser-Kalani (FKK) Complex Area aligns to the state’s vision of having every student college and career ready with our vision of having effective teachers in every classroom, effective leaders in every school and high performing students.

Our complex area goal is to build capacity, at the complex area and school levels, through the development of systems of support that integrate implementation of the priority strategies with high degrees of success and proficiency. The CAS, in support of the FKK complex area vision, organizes professional learning opportunities to promote instructional leadership:

- Adaptive Schools tenets and tools to facilitate collaborative groups and change management;
- Coaching Academy practices to hone the skills and competencies around delivery of high yield strategies and a coaching framework for curriculum coordinators, instructional coaches and mentors;
- Social Styles training to promote teambuilding and collaborative conversations;
- Data Team certification for school teams to deepen a formative approach for instructional decision-making; and
- Literacy across English Language Arts and Mathematics as part of equipping our principals, schools and complex area team to implement the CCSS shifts and core actions; and
- Digital leadership to support school leaders in integrating technology into their schools.

Additionally, trainings are organized each semester for school level office staff including SASAs, Account Clerk and Office Assistants. The goal is to provide school personnel with updates and sound fiscal and business practices and systems of support.

School Health Aides meet as a group twice a year, led by our Registered Nurse funded by Hawaii Keiki Program. The goal is to facilitate skills and knowledge to enhance student health and well-being as part of multiple efforts to reduce chronic absenteeism.

A core value and belief is that the Data Team process serves as the lever to advance the priorities across our schools as well as inform how the Complex Area Team can more effectively support school improvement targets. The complex area team will collaborate with school leadership teams to develop a deeper understanding of the schools in through responsive, timely and accessible support through professional development, onsite focus visits, coaching and planning sessions.

PROGRESS MONITORING: As the complex area team systematizes support, the following address progress monitoring and lines of communication:

- Regular staffing of the CAS by the SRS, DES and EES EO are used to update the progress and gaps in implementation around the priority strategies. The conversations are used to direct resources and make adjustments as needed.
- Collaborative Assessment Logs (CAL) are used to press forward on action steps around the priority strategies for complex team members including special education resource teachers.
- Regular monthly and/or quarterly progress monitoring reports by contracted partnerships (Catapult Learning, International Center for Leadership in Education (ICLE), Pearson and School Synergy) will memorialize steps taken in meeting enabling activities of Academic Plans that integrate the work around the Priority Strategies.
- Enhancements in provision of support in SY 2014-15 includes:
 - CAS focus visits to schools that include complex area team members; customized trainings based on data and need for each school.

Complex Area	
Unique and Distinctive Programs FKK Complex	<p style="text-align: center;">FKK Complex Area</p> <p>Hawaii Keiki: Healthy and Ready to Learn The Hawaii Keiki program is designed to improve the access and quality of health services available to school children in the school communities by coordinating and expanding existing efforts of the partners and community resources. The Hawaii Keiki Program is creating services that reflect the specific needs of FKK in consideration of student demographics, staffing patterns, available support services, and health care access within the community. As part of fulfilling the mission of academic success and well-being, a Master prepared Registered Nurse has been hired to partner with our Department school health aides as a first step to ensure that all kindergarten through high school students have access to school-based health services and stay healthy, and ready to learn.</p>

**Unique and Distinctive Programs
FKK Complex**

School Health Aide Level I Program

School Health Aides from Hahaione and Kamiloiki Elementary and Kaiser High School received a certificate of completion for the first level of courses taken during the summer of 2014. In partnership with Kapiolani Community College, the University of Hawaii and the DOE, the voluntary program offers cohorts an opportunity to receive advanced training in the health field as they fulfill their important duties caring for our students.

Induction and Mentoring Pilot Project

The FKK Complex Area is one of two complex areas in the State to participate in the Hawaii Mentor Project. The project extends the Induction Program’s teacher support to include veteran teachers. Whereas the work with Beginning Teachers (BT) focuses on BT-identified areas for growth and their professional growth plans, the work with our Veteran Teachers targets areas for growth as noted in principal directed professional development plans.

Professional Development Series: Special Education

Spring Schedule: January – May 2014


The Professional Development Series: Special Education was developed in October 2013 by the Honolulu District Office, Special Education Section to provide high quality professional development to improve teacher practice in the implementation of the Individuals with Disabilities Education Act (“IDEA”). Teachers attend four six hour learning modules that emphasize independent study, professional reflection, essential questions, application to practice, and the implementation of evidence-based practices. Teacher participants are assigned to one of four instructors who will provide guidance for classroom assignments; conduct classroom visitations; and engage in one-to-one professional conversations to support professional growth and application to practice.

Honolulu District - Intensive Learning Centers (ILC)

Developed in 2010, the ILC programs provide students with a temporary learning environment to address emotional and behavioral obstacles that have prevented homeschool success. The program’s mission is for students to develop and utilize the skills necessary to successfully integrate back to their home school. The Honolulu District ILC program is located on the campus of Kaimuki High School. An elementary and middle school level program site is located on other Honolulu District school campuses. Joint school and ILC meeting are conducted to ensure a successful collaborative transfer back to the home school.

Kula Kaiao Program

Kula (school) Kaiao (to enlighten) is Honolulu District’s partnership with participating schools to assist in building Employee-Based Capacity. It is an intensive one-year program focused on training school staff (SpEd teachers, EAs, PPTs) on the use of evidence-based strategies to teach, address IEP goals and objectives, and develop programs for children with Autism Spectrum Disorders. Monthly Parent trainings are offered to parents of students at the participating school.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Unique and Distinctive Programs FKK Complex</p>	<p><u>SPARK Academy</u> The mission of SPARK is to create, promote, sustain, and grow programs that excite and inspire our students and teachers to increase learning in STEM. To open the school year, the Oahu In-Step Science Show serves to motivate and generate the curiosity for learning for hundreds of students while providing possible interest areas for science projects. On Saturdays, sessions are held as part of the SPARK Academy for students desiring to commit to extended opportunities and problem based learning around scientific design and innovation.</p> <p><u>Honolulu Science and Engineering Fair (HonSEF)</u> In a joint effort between FKK and the Kaimuki McKinley Roosevelt Complex Areas, the Honolulu District Science and Engineering Fair (HonSEF) continues to provide a venue for student work, performance and demonstrations. It engages the communities to support our student scientists from K-12 to promote inquiry based learning and the scientific method and research. Many of our recognized scientists go on to represent our District in the State Science Fair; 2015 also marks the second year in which HonSEF continues its affiliation to compete in the International Science and Engineering Fair.</p> <p><u>GLAD</u> Guided Language Acquisition Design (GLAD) training has been conducted with all K-5 Teachers in the Farrington Complex as an intervention to support its high population of ELL students. Our middle schools will complete training by January 2016. A percentage of teachers in the Kalani and Kaiser complex have also been trained and utilize the GLAD strategies. Principal Vines of Kalihi Kai Elementary School (Priority School) attributes much of their growth to the consistent implementation of GLAD strategies that is making a difference in engaging students.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Unique and Distinctive Programs Farrington Complex</p>	<p style="text-align: center;">Farrington Complex</p> <p><u>Community Partnerships in Farrington Complex –</u> The Kalihi Interagency Community (KIC) is working toward providing the youth of Kalihi with healthy supervised programs during and after school hours. The focus of monthly meetings is on agency collaboration to maximize efficiency and use of resources, while minimizing duplication and service overlap.</p> <ul style="list-style-type: none"> ✚ Adult Friends for Youth ✚ After School All Stars (ASAS) ✚ Big Brothers Big Sisters of Honolulu ✚ City and County Youth Services Center ✚ Coalition for a Drug-Free Hawaii ✚ Cycle on Hawaii ✚ Department of Health: SNAP Ed Program ✚ Developing Critical Thinkers (DTC) ✚ Parents and Children Together (PACT) ✚ P – 20 Grant ✚ West Honolulu Children Community Council 

PACT Program

Parents And Children Together (PACT) provides access to Dad’s 24/7, a nationally evaluated father support group. By providing a meeting and meal once a week, fathers engage with their kids emotionally, physically and spiritually. Additionally, serving the Micronesians families, Sundays Project is a resource center for immigrant populations that draws primarily from the Kuhio Park Terrace homes. The Sunday Project meets twice a month to address the challenges of integrating into new environments and learning about how to support their children in our schools.



Kristi Yamaguchi’s Always Dream Program

Kalihi Kai & Linapuni Elementary have initiated The Raising a Reader Program funded by the Kristie Yamaguchi’s Always Dream Foundation. This initiative loans digital tablets and a book bag for each child to take home as part of building literacy and a foundation to promote the joy of reading.

AVID

All Farrington Complex Middle Schools, Farrington High School and Kaiser High School are trained in AVID strategies.

“AVID has helped students in their class discussion, math, writing, and reading skills; gaining help from their peers in the AVID tutorial with the rigorous college bound classes they are in (Honors, AP, Running Start); SAT/ACT prep; college awareness with college campuses, scholarships and the application process.” ~Farrington AVID Coordinator

An Early College High School Program grant was awarded to Farrington High School along with 12 schools on September 24, 2014. This initiative is with the Hawai’i P-20 Partnerships for Education and the Harold K.L. Castle Foundation. The selected schools will offer early college classes and expand the number of college credits students receive by their high school graduation.

Jump Start

The Jump Start Program at Farrington High School is a partnership with Honolulu Community Colleges to provide career and technical education opportunities to high school students. Students enroll full time and earn high school credit for college courses they successfully complete during their senior year. Students continue to have the opportunity to participate in high school co-curricular activities while in the program.

Farrington High School Academies

- Business
- Culinary
- Creative Arts and Technology
- Engineering
- Teacher
- Sports Industry
- Law and Justice
- Health Academy



Kaiser Complex

International Baccalaureate Programme

TOGETHER, WE'RE MAKING A DIFFERENCE

The Kaiser Complex mission is to provide our students with a seamless K-12 education to include a comprehensive, balanced, and inquiry based curriculum. Through our vision "A World Class Education For All," we aim to deliver an educational program that is recognized, respected, and accepted anywhere in the world. The Kaiser Complex of Public Schools are committed to developing balanced, caring, and knowledgeable students who will grow to perpetuate peace, respect, and intercultural appreciation.



Pioneering this initiative in Hawaii, the Kaiser Complex works to embrace the principles of the IB Programme as global citizens. Central to providing rigorous learning opportunities, students engage in relevant and authentic action research. Learning is evidenced in an exhibition of their unit of inquiry where students present findings from their self-selected studies and research. Three schools in the Kaiser Complex are fully accredited by the IB organization; Koko Head and Kamiloiki Elementary and Niu Valley Middle School are pursuing the certification for school year 2015-2016.

Kaiser Complex Fitness Day

This first annual event was launched on March 13, 2014 for 5th graders at Kaiser complex Elementary Schools. Coordinated by Honolulu District Hawaii Health Initiative Resource Teacher, Denise Darval-Chang, the outcomes are to: 1) promote health and wellness among elementary schools in the complex; 2) align fitness performance goals to national standardized assessment



program; and 3) inspire students to participate in physical activities. A second fitness day is scheduled for March 31, 2015.

Kalani Complex

Sustainability

Kalani Complex Schools believe that the 21st Century graduates must be active stewards of the fragile natural resources of planet earth. Each of our seven schools target several areas of study to include the ecological cycle, conservation and recycling, compost building, soil bed gardening, farming, aquaponics and wellness. Major emphasis has been to integrate Sustainability via interdisciplinary units (IDUs) and performance-task type activities (SBA). Our leading indicator of progress begins with the percentage of students choosing to pursue college or career opportunities in the Natural Resources Pathway.

"The outside classroom that our garden provides at Kahala Elementary School provides students with practical life applications. Fully engaged and eager to participate, the students are hungry for more than just the food we are growing. They enrich their common core concepts with hands on learning experiences make the whole learning experience truly valuable." ~ Shelly O'Brien, Kahala Elementary Sustainability Teacher

"The sustainability program was established at Kalani High School in 2010. We believe that our kuleana (responsibility) is to live pono (with righteousness). We see our people, islands, and planet connected and in balance. Our mission is to build a sustainable Hawaii. Within the program, we focus on partnerships with entities outside of the school, personnel, and a specialized program that is housed on Kalani's campus. By building up these three "p's" we will be able to contribute to the economic, environmental, and social forces that power the global sustainability movement."

Habits of Mind

"Good schools focus on habits, on what sorts of intellectual activities will and should inform their graduates' lives". ~Theodore R.Sizer, Horace's School, 1992

Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties.

The HOM are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.

"One beauty of the Habits of the Mind is that they can be applied in any context; one of which is our school's focus on sustainability. Through our Waikiki Food Farm, we're always looking at opportunities to teach the Habits of Mind and apply them to real life situations beyond the classroom walls. For example, we have our kids write about how they're going to use one of the Habits of Mind out in the garden, and then at the end, write a reflection on how successful they were at using that particular habit during their experience . "

~John Melton, Fourth Grade Teacher

Ka Hei Pilot Project

As a true partner, OpTerra Energy Solutions, formerly known as Chevron Energy Solutions, created a program designed to leverage the energy conservation services partnership to enrich student learning with relevant and engaging Science, Technology, Engineering, and Math (STEM) learning opportunities. In late October 2014, Kalani Complex Schools and FKK Complex Area STEM Resource Teachers joined the OpTerra Energy Solutions training of classroom teachers in grades K-12. Participating schools included Waikiki and Wilson Elementary, and Kaimuki Middle.

Farrington Complex

- Michelle Kay, Kalakaua Middle School Science Teacher awarded the 2014 Milken Educator of the Year in February 2014.
- The Kalakaua History Day program began a few years ago with three students and their guiding teacher Mr. Jenkins. Over 140 students have competed at the regional competition, close to 30 have gone on to the state level competition bringing home honors such as cash prizes and honorable mentions, and five students have gone on to the National History Day Competition in Washington D.C..
- Farrington showed significant gains in College and Career Readiness Indicators including:
 - College Access from 39% (2009) to 51% (2014); Statewide Avg – 56% (2014)
 - Increase in HSA Reading proficiency 52% (2009) to 63% (2014); Statewide Avg – 72% (2014)
 - Increase in HSA Math proficiency 18% (2009) to 55% (2014); Statewide Avg – 60% (2014)
 - Completers Taking AP Exams 20 (4%) for C/O 2012 to 77 (16) for C/O 2014
 - AP Exam Takers w/score three or higher: 2 (10%) for C/O 2012 to 44 (57%) for C/O 2014
 - Completers who participated in Dual Credit: 17 (3%) for C/O 2013 to 49 (10%) for C/O 2014




“Great teachers reveal visions of not only what is possible for every child, but also how students can achieve and thrive—no matter the obstacles.” ~Milken Educator Awards

Kaiser Complex

- Kaiser High School:
 - Stephanie Spear earned Science and Engineering Fair awards: 1) first place overall-2014 Honolulu District ; 2) first place senior research grand award—2014 Hawaii State; and 3) grand award + 4th place in Physics & Astronomy –2014 International Science and Engineering Fair
 - Sharon Wong entered the University of Hawaii-Manoa’s Dr. of Medicine Early Acceptance Program in fall of 2014
 - The Media Communications Learning Center (MCLC) at Henry J. Kaiser High School offers students the opportunity to explore and build a portfolio in visual arts media through broadcast and film production. Students learn the basics of video and film by participating in all areas of the production process. MCLC Highlights:
 - Kaiser Cougar News is a nationally ranked Broadcast Journalism program.
 - MCLC Studios has two films that were featured in the Hawaii International Film Festival and one film in the All American High School Film Festival.
 - MCLC Studios "Cadence" was premiered in Times Square New York this fall and was nominated for “Best Student Film” by Euro Cinema Hawaii (ECH).
 - Kaiser High School is one of two schools in the state that offers International Baccalaureate Diploma Programme Film (High and Standard Level).
 - Kaiser High School's Media Communication Learning Center (MCLC) students have been invited to join Hiki No, PBS' Student News Network.
 - Coach Dennis Swart was the 2014 Girls High School Cross Country Coach of the Year for the state of Hawaii awarded by the US Track & Field and Cross Country Coaches Association.

Kalani Complex

- Principal Frank Fernandes represents Hawaii as a newly appointed member to the National Assessment Governing Board recognized by U.S. Secretary of Education Arnie Duncan in October 2014.
 - Kaimuki Middle School Symphonic Winds group is the first Middle school to have played at Carnegie Hall, New York City's premiere concert venue and were awarded the prestigious Gold Award. (March 2015).
 - Mika Ishii, Kaimuki, Middle School 7th Grader, State Geography Bee Winner 2014 and Kaimuki Middle School Geography Representative (2014 and 2015). Waikiki Elementary is proud to have had two Teachers of the Year at their school. Most recently 2015 Teacher of the Year was awarded to Catherine Caine of Waikiki Elementary.
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- Jacob Ly, Kalani High School Junior, State of Hawaii Senate Recognition for his myriad of achievements and contributions to Hawaii. Jacob scored a perfect ACT 36, holds a 4.0 GPA, and is one of Hawaii's most acclaimed classical ballet dancers. He began playing the viola at Kaimuki Middle School and is now in the HS Orchestra. (Dec 2014) Admitted to Harvard Class of 2019. (March 2015)
 - Eric Teshima and Carson Wong, Student Entrepreneur of the Year Award for Bristolbots, LLC. (Feb. 2015)
 - Kalani's Robotics Team has won the Chairman's Award at the Australian Regionals and qualified for World Competition. This is the third time they have won the Chairman's Award.

International Education in the DOE: Kaiser Complex Transformation

One Vision: A World CLASS Education for All

C=Commitment. L=Leadership. A=Achievement. S=Stewardship. S=Service

One Logo

Designed by local artist and NVMS Art Teacher Nick Black



One Commitment

How do we measure up against the world?

Via International Education that is recognized and accepted anywhere in the world; rigorous and challenging Curriculum—Instruction—Assessment. “IB World Schools”



One Mission

Translated as learner outcomes and ideals through the IB Learner Profile: Inquirers. Knowledgeable. Thinkers. Communicators. Principled. Open-minded. Caring. Risk-takers. Balanced. Reflective.

Three Foundational Principles

International-mindedness. Holistic Education. Communication

School and Complex Transformational Progress (IB as our K-12 Construct)

Henry J. Kaiser High: Middle Years Programme (Years 4-5). Diploma Programme: 2010. IB Career-related Certificate (Feasibility underway)

Niu Valley Middle: Middle Years Programme (Years 1-3): 2010

Hahaione Elementary: Primary Years Programme: 2013

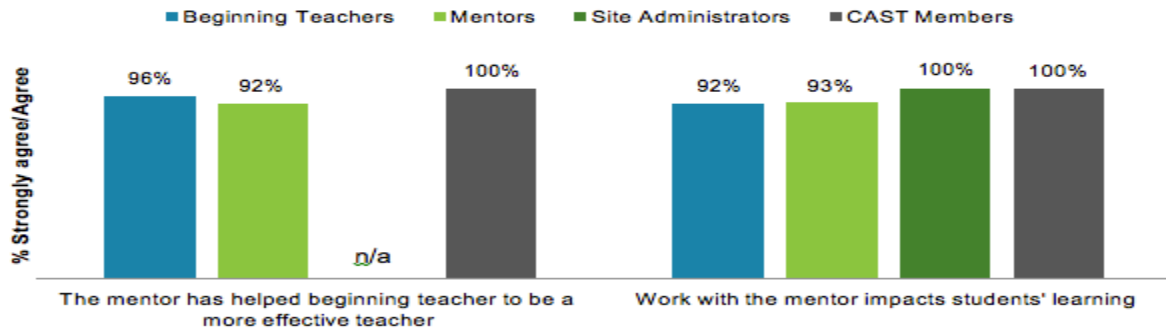
Aina Haina Elementary and Kamiloiki Elementary: (Candidate School, 2014)

Koko Head Elementary: (Prospective School, 2014)

Farrington-Kaiser-Kalani

INDUCTION PROGRAM END OF YEAR SURVEY RESULTS: SCHOOL YEAR 2013-2014

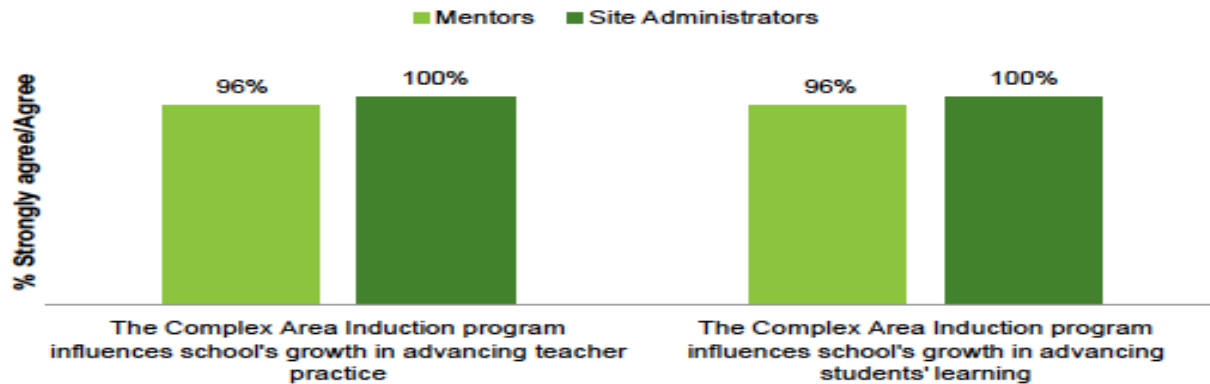
Teacher Practice and Student Learning



What aspect(s) of the Complex Area Induction program have had the greatest impact on student learning? Why?

Issues of Diversity is the most important feature in my Complex Area Induction Program because State of Hawaii has a high number of students from different cultural backgrounds. Mentors need to support the new beginning teachers because many of them are from other states and may have insufficiently experience working with diverse people. Mentors support beginning teachers in creating a positive, inclusive and respectful environment for a diverse population of students. Mentors guide beginning teachers in designing instruction that addresses the diverse learning needs of students.

– Beginning Teacher, Hawaii Department of Education



Please describe the most valuable features of your Complex Area Induction program. Why?

The Complex Area Induction (CAI) is a good program for new teachers because of the resources and other professional support that mentors provide. Most of the time, new teachers may be dealing with a problem which can be fixed with tapping into resources that may very well be within reach. However it takes the seasoned mentor to know about these programs and resources as well as knowing where they would be effectively put to good use.

– Beginning Teacher, Hawaii Department of Education

The most valuable asset in the Kaiser Complex Area Induction program is the mentor teacher that was assigned to me. I would rather see the investment of dollars put into creating more mentor teacher positions where they are solely mentor teachers and not responsible for their own classrooms. The best learning time for me is when the mentor teacher actively models instruction and we predetermine the routine and delivery of instruction. I would encourage the program to allow for more on-on-one time in the classroom with the mentor especially at the very beginning to especially structure the classroom management routine.

– Beginning Teacher, Hawaii Department of Education