



STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

May 13, 2014

TO: The Honorable Donald Horner, Chairperson
Board of Education

FROM: Stephen Schatz, Board of Education Designee
Sean Bacon, Board of Education Designee

A handwritten signature in black ink, appearing to be "S. Bacon", written over the name of Sean Bacon.

SUBJECT: Approval of Olomana School's School Community Council (SCC) Exception
Regarding its Change in Bell Schedule

1. **RECOMMENDATION**

That the Board of Education (BOE) approves Olomana School's SCC Exception Request allowing the school to modify their bell schedule for the 2014-2015 school year.

Note: BOE approval of exceptions to the BU 05 Collective Bargaining agreement must include all stipulations agreed upon by its two committee members to the SCC Exception Review Committee. The status quo shall remain should the BOE not agree with its committee members' recommendation(s).

2. **RECOMMENDED EFFECTIVE DATE**

Upon approval by the BOE.

3. **RECOMMENDED COMPLIANCE DATE**

Not applicable.

4. **DISCUSSION**

a. **Conditions leading to the recommendation**

Section 302A-1124 to 1127, Hawaii Revised Statutes (HRS), authorizes schools to request waivers from existing state agency rules, policies, regulations, and procedures as well as exceptions to collective bargaining agreements as negotiated in accordance with current collective bargaining agreements and the provisions of Chapter 89, HRS.

b. Previous action of the Board on the same or similar matter

Similar exceptions were approved for Kalaheo High, Castle High and Roosevelt High Schools.

c. Other policies affected

Article VI, Teaching Conditions and Hours; Section R, Evaluation of Students/Grading Preparation.

Article VI, Teaching Conditions and Hours; Section CC, Work Time Distribution, Weekly Totals Within the 7-Hour Day, 5-Day Week.

Article XII, Academic Freedom.

Board Policy 1710-3, School Calendar Policy.

Board Policy 2412, School Community Council Waivers and School Community Council Exceptions Policy.

d. Arguments in support of the recommendation

The change in bell schedule requested by Olomana School for the 2014-2015 school year:

- Increases student learning time by 3 minutes per week, from 1650 to 1653 minutes.
- Decreases teacher instructional time by 24 minutes per week, from 1285 to 1261 minutes.
- Increases preparation time by 20 minutes per week, from 225 to 245 minutes.
- Increases "other time" by 4 minutes per week, from 440 to 444 minutes.

The change will allow the school to focus on Priority Area 2, Student Engagement, in their school Academic Plan - Creating a rich, responsible and appropriate learning environment to meet the needs of the school's at-risk student population through strategic, targeted, and deliberate collaborative planning and professional development. It would:

- Provide teachers additional time for planning, collaboration and professional development.
- Provide students the opportunity to earn 8 credits each school year, beyond the minimum 6 credits, as required.

e. Arguments against the recommendation

None.

f. Findings and conclusions of the Board committee

The BU 05 Committee on SCC Exception Review agreed to this exception on May 8-9, 2014.

g. Other agencies or departments of the State of Hawaii involved in the action

None.

h. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendations

Positive.

i. Educational implications

As stated in the school's SCC exception request.

j. Personnel implications

None.

k. Facilities implications

None.

l. Financial implications

None.

5. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

SS/SB:JZ:pk

Attachments

c: Superintendent
Office of Curriculum, Instruction and Student Support

New Request Renewal

SCHOOL COMMUNITY COUNCIL WAIVER/EXCEPTION REQUEST FORM

(Please use one form for each request)

SCHOOL: Olomana School

DATE: 3/14/14

DISTRICT: Windward

COMPLEX: Kailua

School Strive HI Status:

 Recognition Continuous Improvement Focus Priority Superintendent's Zone*****Attach Trend Report and Strive HI Performance System School Report.**

A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

- a. Article 6, Seq. CC.2.a
- b. Article 6, Seq. CC.2.b
- c. Article 6, Seq. CC.2.d

B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.

- 1) Less teacher instructional time than contract allowance; Article 6, Seq. CC.2.a.
- 2) Olomana teachers are implementing a new school-wide curriculum. As per the 2014-15 Academic plan, Priority Area 2: Student Engagement, the three-year desired outcome would be to "improve school processes and research-based strategies, with a focus on inquiry-based multidisciplinary learning in order to increase student engagement and motivation." As the Enabling Activities states, the teachers would be responsible to "continue to develop and refine integrated problem-based/project-based units." In addition, per further Priority Area 2: Student Engagement Enabling Activities and due to the unique nature and population served at Olomana School, the teachers will "continue to refine the school's behavior management system, in order to foster a positive school environment to meet the behavior and academic needs of the at-risk student population." Creating a rich, responsible, and appropriate learning environment for our population of learners requires strategic, targeted, and deliberate collaborative planning and professional development. The 2014-15 Olomana School bell schedule meets the requirement for 1650 student contact/instructional minutes, as required by Act 167. Since the students would be receiving the required above the required 1650 instructional/student contact minutes while teachers are teaching 1261 minutes individually, the teachers would need to use the time in the daily schedule as "expanded opportunities for planning, collaboration, and professional development," per HSTA contract Article 6, Seq. DD.4.b.

- b. 1) Additional teacher prep time; Article 6, Seq. CC.2.b.
 2) Each instructional period is 49 minutes. Teachers will have at least one period off each day. Since the instructional period is 49 minutes, there is an additional 20 minutes accounted as teacher prep time each week.
- c. 1) Additional other minutes for teacher meeting time counted as "expanded opportunities for planning, collaboration, and professional development," per Article 6, Seq. DD.4.b; Article 6, Seq. CC.2.d.
 2) When the weekly faculty meetings, departmental, and curriculum meeting times each week are added to the passing time and closing time for the school day, there is an additional 4 minutes beyond 440 minutes. The bell schedule provides for students to earn 8 credits each school year, beyond the minimum of 6 credits, as required.
- C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

 N/A
- D. Please provide additional information (data and narrative) for the following type of request applicable:

D1.) Parent-Teacher Conferences:

For a waiver from the DOE Regulation 4510.3 Released Time for Conferences to Report Student Progress, the Superintendent requires that a parent satisfaction survey be conducted and the survey results submitted.

Number of surveys distributed	
Number of surveys returned	
Number of parents in favor	
Number of parents not in favor	
Number of parents undecided	

Summary:

N/A

D2.) School Attendance Procedures:

For a waiver from the DOE School Attendance Procedures, Revised August 2001, a comparison of attendance data over a three (3) year period of time is required. Explain the increase or decrease in attendance rates. Provide provisions for allowing students to make-up missed work.

School Year	% of average daily attendance

Rationale:

N/A

D3.) Reporting of Quarterly Grades:

For an exception from the collective bargaining contract for teachers for Reporting Quarterly Grades for Schools, an explanation of the interventions provided and the impact on student learning is required.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

N/A

D4.) Modified Assessment Schedule:

For an exception from the collective bargaining contract for teachers for a Modified Assessment Schedule, an explanation of the interventions provided and the impact on student learning is required. Describe tutorial opportunities provided for students during the assessment week.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

N/A

E. All Other Requests:

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.

Olomana School adjusted its bell schedule in consideration of our unique population of students, which meets the regulations stated in Act 167, the HSTA 2013-17 contract, and the 2014-15 Olomana School Academic Plan. The 2014-15 Academic Plan has three Priority Areas or Summarized Areas of Focus from the CNA Findings, which are: Student Achievement, Student Engagement, and System Support. The Academic Plan states: "The very nature of the special school status of Olomana is supported by the analysis of student demographics and achievement data which indicates that the majority of the students who enroll at Olomana have academic deficits. The students are behind in reading and math skill levels, deficient in credits necessary for graduation by 1 to 3+ years, and also score either approaching or well below on the state standardized tests. Due to the fact that the students come to Olomana already deficient in a number of areas, our school has found it necessary to support the academic achievement of the students while also managing student behavior. In order to reinforce student achievement, teachers will continue to be supported in the implementation of the Common Core State Standards and the Content Standards for all content areas. Continuing the professional development and teacher collaboration time will enable teachers to further develop clear expectations and alignments of the courses offered, and remediate and provide interventions in order to offer appropriate instruction for the students." The bell schedule has three areas that differ from the requirements: 1) Act 167 requires a minimum of 1650 minutes and Olomana has scheduled 1653; 2) HSTA contract states that a teacher may not teach more than 1285 minutes and Olomana, with our rotating 8 period schedule, provides students with opportunities to make-up progress toward graduation requirements and other job skills all the while continuing to develop and implement a new school-wide integrated problem-based/project-based curriculum and the new Educator Effectiveness System. Numerous changes to the school focus and to the teaching profession require additional collaborative and professional development time; and 3) HSTA contract states that the teacher needs "expanded opportunities for planning, collaboration, and professional development." The contract states 440 minutes and Olomana School has 444 minutes.

F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

Date	Type of Meeting	Summary of Outcome
2/4/13	Admin	Need to change from 1205 minutes to meet requirements.
2/6/13	Instructional Leadership Team (ILT)	Brainstormed various bell schedules; various options presented
3/6/13	ILT with HSTA UniServ, Registrar, Counselors	ILT decided on schedule to recommend to staff.
3/7/13	Olomana Site Meeting	Olomana staff voted for the recommended change.
3/11/13	School Community Council (SCC)	Bell schedule shared for community and student input
3/13/13	Site Leadership	Shared schedule with site leadership prior to whole staff meeting
3/13/13	All Centers	Whole staff agreement regarding schedule
4/4/13	Olomana Site Meeting	Discussion about rotating schedule

7/23/13	Newsletter	Bell schedule shared via newsletter
8/21/13	Site Leadership	Students are getting used to the new schedule
8/27/13	ILT	Need to provide collaboration time
10/3/13	Priority School Review	Everybody seems to be adjusting
10/23/13	Site Leadership	Check on the minutes and compliance
10/21-29/13	Completion of School Schedule Submission Form	Accounting of minutes with schedule requirements
11/21/13	ILT	Looking at a variety of options
12/5/13	Priority School Review	Looking at options to include PBL initiatives
12/12/13	APC	Clarification of teacher contact time and teacher contract time
12/19/13	ILT	Beginning to make preferences for new schedule
1/15/14	Site Leadership	May need to revise bell schedule to accommodate PBL
1/28/14	ILT	Various options for schedule reviewed
2/20/14	ILT	Decision regarding 8 periods and dedicated PBL period.
2/20/14	Completion of School Schedule Submission Form	Complete form with accounting of minutes for HSTA, Act 167, etc.
2/21/14	Olomana School teachers	Teachers voted on options for double period with team teaching and PBL integration considered. 8 period rotating schedule, considering morning only students, late students, internship opportunities.
2/26/14	Olomana School teachers	Final sharing about bell schedule and minutes, integrating the PBL curriculum.
2/27/14	Priority School Review	Reviewed schedule with Deputy Nozoe
2/27/14	Olomana School Teachers' PBL Planning	Decision to not merge two periods for PBL
3/3/14	Email to Jodi Paris, Windward Uniserve	If no change in minutes, no vote is needed
3/6/14	Olomana School Teachers' PBL Planning	PBL & internship, as noted in Academic Plan
3/7/14	SCC	SCC approval of bell schedule and waiver.

G. SCC Waiver/Exception Signature Page

WAIVER/EXCEPTION SIGNATURE PAGE

The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

Administration Stanley Schiro Date 3/7/14

Community Representative(s) Maui Moore Date 3/7/14

Parent Representative(s) Sarahel Gau Date 3/7/14

Student Representative(s) Korby Kopychuk Date 3/7/14

Noncertificated Staff Representative(s) PLD-L Date 3/7/14

Teacher Representative(s) Ellen Schneider Date 3.7.2014

Complex Area Superintendent (CAS): C. Suzanne Mulcahy (print name)
Date _____

This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan

CAS Signature: C. Suzanne Mulcahy Date 3/7/14

HSTA PROCESS CHECK REQUIREMENT:

To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 66-2/3% or higher affirmative vote), the Teacher Representative should email the UniServ Director with a cc to Raymond Camacho (rcamacho@hsta.org). Please attach a copy of the email sent to the UniServ Director.

RETURN FORM TO: OCISS, School Renewal and Redesign Section
475 22nd Avenue, Room 109
Honolulu, Hawaii 96816

OR FAX TO: 735-8379

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.



Hawaii Department of Education
 School Schedule Submission Form - School Year 2014-15 (Secondary)

SCHOOL INFORMATION

Complex Area Name Kailua – Kalaheo		Complex Name Kailua	School Name Olomana School	
Principal	Select one: <input checked="" type="checkbox"/> The submitted schedule is in compliance with requirements. <input type="checkbox"/> The submitted schedule is not in compliance with requirements and we will seek a BOE waiver or contract exception.		Signature	Date
Complex Area Superintendent	Select one: <input type="checkbox"/> The submitted schedule is in compliance with requirements. <input type="checkbox"/> The submitted schedule is not in compliance with requirements and the school will need to seek a BOE waiver or contract exception.		Signature	Date

SUMMARY OF SCHEDULE

TEACHER CALENDAR - TEACHER DAYS		Scheduled (Date or Description)
Work days without students	2 days at beginning of school year for administrator-initiated activities	7/28, 29
	2 days at beginning of school year for teacher-initiated activities	7/30, 31
	1 day scheduled between semesters for grading and other teacher-initiated activities	1/9
	2 days for school planning and collaboration	11/3, 2/4
	1 day at the end of the school year	6/4
	Other days without students	none
Hours contiguous to the teacher work day for collaboration & professional development	21 hours for use in 1 hour increments	8/13, 27; 9/3, 17; 10/1, 15, 29; 11/5, 19; 12/3, 17; 1/21; 2/11, 25; 3/11, 25; 4/1, 15, 29; 5/13, 27
	6 hours for use in multiples of 1/2 hour increments	8/21, 9/4, 9/18, 9/25, 10/23, 11/13, 2/12, 2/19, 2/26, 3/5, 4/16, 4/30
	Additional information (if applicable)	

OTHER REQUIREMENTS	DESCRIBE
Secondary students have access to coursework in order to earn more than 6 credits per year.	The bell schedule allows students to earn 8 credits per year.

ADDITIONAL COMMENTS FROM PRINCIPAL (OPTIONAL)

BELL SCHEDULE

In the "Time" column, insert the time period. In the "Mins" column, insert the number of minutes that time period includes. In the "Description" column, use a descriptor from the first column on the third page (e.g. passing, homeroom, recess, etc.).

Mon			Tue			Wed			Thurs			Fri		
Teacher Start Time: 8:00 am														
Student Start Time: 8:00 am			Student Start Time: 8:00 am			Student Start Time: 8:00 am			Student Start Time: 8:00 am			Student Start Time: 8:00 am		
Time	Mins	Description												
Ex: 7:55 – 8:00 am	5	Passing												
8:00 – 8:49 am	49	Instruction: Period 1	8:00 – 8:49 am	49	Instruction: Period 5	8:00 – 8:49 am	49	Instruction: Period 4	8:00 – 8:49 am	49	Instruction: Period 3	8:00 – 8:49 am	49	Instruction: Period 2
8:49 – 8:51 am	2	Passing	8:49 – 8:51 am	2	Passing									
8:51 – 9:40 am	49	Instruction: Period 2	8:51 – 9:40 am	49	Instruction: Period 1	8:51 – 9:40 am	49	Instruction: Period 5	8:51 – 9:40 am	49	Instruction: Period 4	8:51 – 9:40 am	49	Instruction: Period 3
9:40 – 9:55 am	15	Recess	9:40 – 9:55 am	15	Recess									
9:55 – 10:44 am	49	Instruction: Period 3	9:55 – 10:44 am	49	Instruction: Period 2	9:55 – 10:44 am	49	Instruction: Period 1	9:55 – 10:44 am	49	Instruction: Period 5	9:55 – 10:44 am	49	Instruction: Period 4
10:44 – 10:46 am	2	Passing												
10:46 – 11:35 am	49	Instruction: Period 4	10:46 – 11:35 am	49	Instruction: Period 3	10:46 – 11:35 am	49	Instruction: Period 2	10:46 – 11:35 am	49	Instruction: Period 1	10:46 – 11:35 am	49	Instruction: Period 5
11:35 am – 12:05 pm	30	Lunch												
12:05 – 12:22	17	Instruction: Activity												

SUMMARY OF BELL SCHEDULE

In the "Number of Actual Minutes..." column, insert the number of minutes scheduled. Repeat that number in the applicable blue and green columns. In the "Total" row, tally the total number of minutes in the blue and green columns. In the "Difference" row, indicate the difference in minutes between the Total scheduled minutes and the Required minutes.

		STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)			
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME ¹	PREP TIME ²	LUNCH ³	"OTHER TIME" ⁴
Instructional Time	1653	1653	1261			
Homeroom	0	0				0
Study hall	0	0				0
Opening	0	0				0
Closing	47	0				47
Recess	75					75
Passing	36					36
Meetings ⁵	286					286
Lunch	150				150	
Teacher Prep	245			245		
TOTAL		1653	1261	245	150	444
REQUIREMENT		1650	1285	225	150	440
DIFFERENCE		3	-24	20	0	4

¹ Contract: Article IV (CC) (1) (a)

² Contract: Article IV (CC) (1) (b)

³ Contract: Article IV (CC) (1) (c)

⁴ Contract: Article IV (CC) (1) (d)

⁵ Including all faculty, departmental, grade level, and curriculum meetings.

Updated as of 01/08/2014

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Olomana

Trend Report:
Educational and Fiscal Accountability

School Report for School Year 2012-2013



A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2012-13. The Guide is available on-line at <http://arch.k12.hi.us>.

Background

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2010-2011	114	46	40.4%	8	7.0%	56	49.1%	na
2011-2012	102	42	41.2%	5	4.9%	53	52.0%	na
2012-2013	123	54	43.9%	8	6.5%	70	56.9%	na

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	%
2010-2011	41	92.7%	11.7	46%	59%	34.1%	na
2011-2012	41	87.8%	11.5	59%	67%	31.7%	na
2012-2013	39	87.2%	13.7	64%	65%	35.9%	na

Academic Achievement

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level						Math % Proficient by Grade Level							
	3	4	5	6	7	8	10	3	4	5	6	7	8	10
School Year														
2010-2011	na	na	na	na	na	* 16.7	27.5	na	na	na	na	na	* 16.7	7.5
2011-2012	na	na	na	na	na	* 18.2	20.0	na	na	na	na	na	* 9.1	7.3
2012-2013	na	na	na	na	na	* 38.5	27.5	na	na	na	na	na	* 15.4	2.5

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level			
School Year	4	8	10	HS
2010-2011	na	*	*	-
2011-2012	na	*	*	-
2012-2013	na	*	-	*

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2010-2011	na	na	na	11.1%	64.1%	21.9%	14.1%
2011-2012	na	na	na	28.6%	52.3%	16.9%	30.8%
2012-2013	na	na	na	12.9%	65.2%	17.4%	17.4%

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Updated as of 01/08/2014

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
			Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2010-2011	na	82.7%	na	79	na	18	na	53
2011-2012	na	81.8%	na	118	na	0	na	29
2012-2013	na	81.7%	na	8	na	0	na	8

School	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from home/preschool to Kindergarten
		Total # of claims	% of claims resulting in loss-time	Positive Responses		
				% of student	% of teacher	
School Year	Yes/No					School mean (range 1-3)
2010-2011	No	4	25.0%	63.4%	83.0%	na
2011-2012	No	1	0.0%	75.4%	94.8%	na
2012-2013	No	--	--	92.3%	97.7%	na

Civic Responsibility

School Year	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Volunteer Hours
	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2010-2011	--	107	93.9%	85.1%	32
2011-2012	--	--	--	84.3%	41
2012-2013	--	46	37.4%	98.4%	--

Fiscal Accountability

School Year	State General Funds				Significant Budget Changes*
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2010-2011	\$3,251,595	\$301,376	\$265,807	\$35,569	none
2011-2012	\$3,174,114	\$224,591	\$161,501	\$73,090	none
2012-2013	\$3,130,037	\$205,779	\$157,235	\$48,544	none

*Explanation of Significant Budget Changes

Olomana Strive HI 2012-13 Step: Priority Index Score: 52

Automatic Classification: Low Graduation Rate

Achievement

Math Proficiency
8%

Reading Proficiency
27%

Science Proficiency
3%

Growth

Math
Median SGP
36

Reading
Median SGP
44

Readiness

11th Grade ACT
11%

On-Time
Graduation Rate
20%

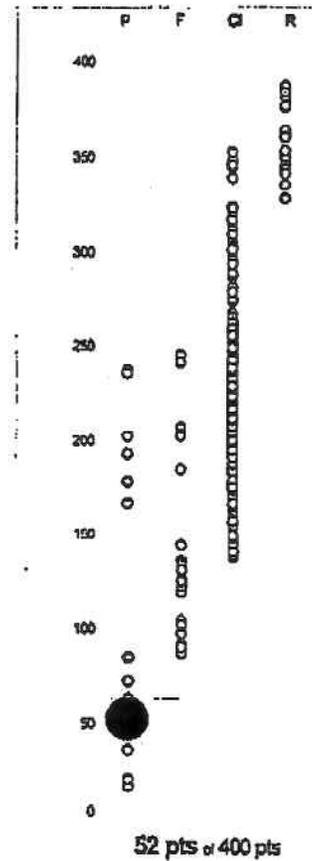
College-Going
21%

Achievement Gap

Non High-Needs
Proficiency
%

High-Needs
Proficiency
31%

Gap Reduction **
%



‡ Numbers may be rounded for presentation purposes.

**Data are missing or not used, which prevents the index score from being calculated normally. Contact the Systems Accountability Office for a detailed explanation.

ILT MTE - 2/16/2013

Data Teams Cycle:

- Collect & chart Data
- Analyze Data & Prioritize Needs
- Set SMART goal
- Select Common Instructional Strategies
- Determine Results Indicators

Instructional Strategy vs. Instructional Tool
Strategy -
i.e. - modeling

Tool - something tangible that you can touch i.e. -
graphic organizer

Assessment for Learning "A4L"

- Clear Learning Target
- Use of Effective Feedback
- Self Assessment/ Goal Setting
- How to close the gap? (identifying/revising)

Common Core:

- 2014 all grades/subject areas
- SBAC - Smarter Balanced Assessment Consortium

Bell Schedule:

11:50 min/NK → State proposed

12:05 min/NK → Teacher contract

GED Tests at WSA:

Reading - 65 minutes

Math - 90 minutes

Science - 80 minutes

Soc Stud - 70 minutes

Writing - 120 minutes

3/16/2013

ILT mtg:

"Visible Learning for Teachers"

• High Influences: (pg. 256)

#1 - High expectations for students

"Visible Learning"

• 900 instructional strategies

Effective Instructional Strategies

Is there a difference between strategies + tools?

Explain why?

Strategy vs. style

Style - Personality and/or usage of voice (invitational/
approachable and

Tool - Instructional materials that are used to assist in
the instruction of what is being taught.

("bridge"; temporary)

Strategy - An approach a teacher may take to achieve
a learning objective.

A teacher is a strategy and a tool!

Examples of Strategies + Tools:

Strategy: Generating Ideas

Tools: Think - Pair - Share

Re-phrase the praise!

Instead of saying "Good job" say "I see you have been doing..."

It's always about the work!

Visible Learning

BELL SCHEDULE:

180 minutes \leadsto Need 15 minute break

3600 minutes \leadsto 0.5 credit

1650 \leadsto student instructional minutes

1265 \leadsto teacher instructional minutes

30 min \leadsto duty free lunch

6 prep periods (45 min)/semester \leadsto can be used for other school business (ex: IEP mtgs)

OYC \leadsto 8 periods w/ 2 prep periods; 8:00 am - 2:55 pm
* Effective next school year

HYCF \leadsto 7 periods w/ 1 prep period; 8:00 am - 2:55 pm
* Effective next school year

**Olomana School-School Community Council Minutes
March 11 2013**

Attendees: Mary Moore, Community Member; Tee Swan, Vice Principal; Rhoda Lee, BHS; Ellen Schroeder, Teacher; Helen Manalo, Parent; Kingston Hoopii, Student; Gwen Kailihiwa, Parent; and Beverly Bownds, ASL Interpreter.

1. Purpose:

- a. Review SY 2012-2013 Academic/Financial Plan Draft. Tee presented council members with a copy of the AcFin Plan for 2013-14 school year and briefly summarized some of its features (See attached copy). Tee explained to the council members that the AcFin includes:
 - School goals.
 - How we will meet the school's goals and,
 - How money will be spent to meet the school's goals.
- aa. Summary of AcFin introduced to new members by Tee Swan:
 - Pg 4. Small class size to support students. Question was raised by a council member/grandparent whether Olomana wanted more students. Tee shared with members that the question regarding Olomana being a school of choice and not a disciplinary move also came up during our WASC accreditation. Council members discussed that this might be a consideration, but that we would need to take away the stigma for it to be a school of choice.
 - Pg. 5. Multi-disciplinary /Data Team. Tee presented how Olomana consisted of the Detention Home in Kapolei, Secured Correction Facility, Olomana Youth Center and Home Maluhia in downtown Honolulu. Teams will begin to implement and integrated problem-based curriculum focusing on literacy and college, career, and community readiness. All of Olomana's campus will focus on increasing student writing skills.
 - Pg. 8. ILT – Leadership Team, PLT – Teacher Driven Team. These groups will continue to implement and refine the practice of the Data Teams cycle. STAR reading and math testing to support school SMART goal data gathering and student progress. My Access! writing explored and implemented at targeted sites– Online.
 - Pg. 10. ILT and school leadership will monitor and review the progress on the Ac Fin enabling activities, creating a functional Academic Review Team..
 - Pg. 11. Implement the Common Core State Standards at the classroom level.

- Pg.12. Looking at student feeling about Olomana as a supportive place of learning and having positive feelings about the school through Student questionnaires and surveys.
 - Pg 13 & 14. OSHA Training for students at HYCF to prepare them to be career ready.
 - Pg 15. Staff success through training, support and professional development to contribute effectively to student success.
 - Pg 16. Peer mentoring.
 - Pg 17. Academic Coaching provide training and guidance relating to the school plan. Teachers go into other classroom and provide feedback and reflection.
 - Pg 21. Training and professional development for all staff regarding problem based learning (PBS).
 - Pg 25. Processing with students how they are handling school. We will train staff to assist all students who are having a difficult time with school and continue to support credit recovery through ALS, ARP, afterschool classes and summer school for students at HYCF.
 - Pg 26. Continue efforts to increase two-way communication, parent involvement and student achievement. Our support for more family involvement include: newsletter, school/family activities like 'Ohana Night, movie night, and SCC meetings.
 - Pg 28. Website - Provide and effective communication method to keep all employees informed and team oriented.
 - Pg. 32. Technology - Computer network, Wi-Fi access across school sites; high speed network at each site that can support multiple on-line users and increase use of technology in the classroom.
 - Pg. 36. Positive Behavioral Supports (PBS). Establish a baseline to intervene in behalf of students with social/emotional needs.
- bb. Council member Gwen Kailhiwa indicated that she was happy to see that there is a plan that is in place and that the plan looks good.
- b. Priority School.
- aa. Tee Swan explained that Olomana was 1 of 3 schools named a Priority School for the school year 2012-13:
- Olomana is categorized as a persistently low achieving school
 - The lowest 5%.
 - We have a unique community and circumstance.
 - Olomana has two years to make improvements.
 - Olomana's time line started school year 2012-2013.
- bb. Four Reform Models:
- Remove Principal. (state's preference and choice) Removal of Principal credited to the retirement of former school Principal.
 - Remove Principal and ½ staff.
 - School Closure.

- Convert to Charter School.
- cc. What Olomana has in place:
- WASC – We are accredited, and will continue using the process for improvement.
 - ILT – System/process for shared leadership, shared accountability, and support.
 - Data teams – System/process to focus on students, determine formative assessments and determine formative instruction.
 - STAR – Universal screener.
- c. Fundraiser. Tee thanked everyone for attending the Olomana Movie Night held on February 22, 2013. Everyone that attended indicated that it was a good event. Left over hot dogs that were not sold at movie night was sold at school. Monies collected were placed in the PBS fund.
- d. Bell Schedule. Bell schedules for OYC and SCF were presented. In planning for new bell schedules these non-negotiable items need to be considered:
- Increase current instructional minutes from 1205 to at least 1650/week (Act 52).
 - HSTA contract requirement of no more than 1285 minutes/week.
 - Student classes must have 3600 min per semester to earn a ½ credit.
 - Continuous 180 minutes of teaching requires 15 minute break.
2. Called to Order by Mary Moore on 03/11/13 at 2:47 p.m.
 3. Committees: No reports at this meeting.
 4. Unfinished business: None
 5. New Business:
 1. AcFin presented to council members for acceptance. Council accepted AcFin with a unanimous vote. Tee will send in AcFin as accepted by council and await its acceptance from the state.
 2. Mary Moore requested a chart with DOE acronyms constantly used in SCC meetings as there are just too many acronyms used for people outside of the DOE to know/remember.
 6. Announcements: None.
 7. Next meeting: May 6, 2013 2:00 pm, SSC room
 8. Adjournment Time: 3:43 p.m.
 9. Recorder/Secretary: Rhoda Lee

Leadership Meeting Minutes
03/13/13

Present: Stacey, Tee, Johnny, Kelli, Sheri, Aunty Renee, Wili, Barbara, Zukes, Monica

Makai –

Site is doing well. Tripod survey is done. Teachers are wrapping up the 3rd quarter. Depending on behavior, activity day planned on Friday (3/15/13), guest speaker Christian McKinney followed by a pizza party.

Mauka –

Girls are good, 12 students, 2 graduates. The last of the HSA is done. Tripod surveys are done; starting SBACK testing. Teachers are doing great, wrapping up the 3rd quarter.

Aunty Renee –

Nothing to report.

SCF –

Completed 4 SBACK testing, however ran into difficulty with the internet connection. All Tripod surveys are done. The site is “running like clock work.”

Tech Ed –

Scotty is back as a PTT (YEA) and helping with the budget. Monitoring for Federal money (Perkins) is coming up on May 8th. Need to find out from teachers what supplies were bought. Need to check with Jan if monies used were from the Perkins fund. Melissa Mano will help prep for the May 8th deadline.

Students are working hard building projects for the craft fair being held at the Annual Cook-off. Monies raised will be used for the PBS store, inventory being depleted quickly.

Plans for a basketball tournament on an April 16th are in the works. Willi to follow up with Rec Specialist to coordinate this activity.

OYC –

The new bell schedule was presented at the OYC site meeting on Thursday. One concern was brought up from one person regarding the process how the schedule was made. Why were teachers not included in the decision? After discussion and sharing with entire staff,

all but the one agreed with the schedule. The one person did not disagree with the schedule, but only with not being involved earlier.

Tripod surveys are done. Barbara feels bad for Candice and Ama and the work they need to do with the SBACK, HSA, ACT and end of year testing they need to conduct.

"Unfortunately we are making a bad system work. This is too much for the teachers and the students to handle. This is too much testing for the end of the quarter. If we fail it is not our failure but the State's."

Students wanted to know their scores at the end of the tests. Why are the scores not given when the student completes the test like HSA?

DH –

Population is getting better. Less students are in Administration Unit. Activity day planned for Friday 3/15/13. Hopefully no construction work will disrupt plans. Only one ESY student during spring break.

Zukes –

Summer school plans for all sites except OYC are being made. Mass email will be going out shortly. Please inform teachers who are interested in teaching summer school to fill out application. Summer school is from May 30 to June 27th with Kamehameha Day off (20 school days – 8:00 to 11:30).

For SCF, Mauka and Makai a possible summer program which includes the vision from Al Carpenter to produce a "drama/play" as a summer project. Students could work on props at Tech Ed on a rotation schedule, use school and module as other areas for program. Create an original PSA or something.

Weight lifting competition Friday 3/15/13 at Ward Warehouse starting at 5 pm.

Stacey and Tee –

OYC bell schedule was not received well among the staff at OYC. Concerns brought up as to why teachers did not have input on the subject. 7 class vs 8 class bell schedule is on the table. The process was questioned in regards to other sites having a say in other site bell schedules. Other sites have all been talking with teachers and getting input on their bell schedules.

Should we put the bell schedule to a vote for all faculty members to vote on?

Leadership vote: Leave it as is. No vote.

Challenges in making bell schedules:

SCF – all day with heated discussions that could have resulted in “death match.”

Makai – stayed to 7pm to work out schedule.

Mauka – still need to work on.

DH – still need to work on.

Tech Ed – still need to work on.

Biggest challenge is prepping people out. Makai only has 3 teachers. The rotation has to include Tech Ed. Possible Tech Ed teachers to go to OYC site for one period at the end of day.

Thank you to Frilles and Zen for heading Botball this year. We may not have a winning team this year but it will be great experience that we can build on for next year.

Mock Trial will not happen this year.

OYC Meeting Agenda

DATE: 4-4-2013

MEETING TIME: 1:40 PM,

MEETING PLACE: Multi-Purpose Room

Present:	Andrew Beh, Virgil Dennis, Tuli Esene, Sean Fenn, Elizabeth Frilles, Rob Hesla, Lester Higa, Nicole Ilae, Rene Iwamoto, Candice Kamai, Barbara Kiakona, Charlene Manu, Vernon McMillian, Chivas Niau, Del Onaga, Mahes Post, Ellen Schroeder, Alice Shimabukuro, Ama Silva, Pam Tong,
Absent:	Bob Christenson, Dwight Doane

Conversational Norms:	<i>Pausing, Paraphrasing, Putting inquiry at the center, Probing, Placing ideas on the table, Paying attention to self and others, Presuming positive intentions</i>	
Operational Norms:	<i>Be on time, Parking Lot, Respectful language</i>	
Topic	Information "Discussion"	Decision/Action
Opening Welcome:	Meeting called to order at _____	
Desired outcomes: <ul style="list-style-type: none"> • Tuli – PBS • Rene – Ohana Nite – 5/9/2013 • Candice – HSA updates • Ama – ACT testing • Schroe – ACT field trip • Bob – Seniors • Tuli – Rotating Schedule next year • Barbara – HSTA tuition for courses 	Announcements: <ol style="list-style-type: none"> 1. All Centers – Wed., 4/10 @ 1:45 - PBL 2. Peer Reviews – Mon., 4/15 3. ACT – 4/23 4. Field Trip – 7th/12th graders – 4/23 5. PLT – Wed., 4/24 6. CCR#5 – Wed., 5/8 7. Ohana Nite – Thurs., 5/3 <p>PBS – Counseling referrals have declined. Only 3 referrals so far for 4th Q. Next year – change – no daily point system for all. Will only monitor students on Tier 2 – specifically for behavioral concerns. EWS will be big data collection system (attendance, marks, incidents – counseling/administrative). Need to improve attendance inputting. Shaeden Spencer – perfect attendance since he enrolled. Rewards? 5 kala bucks per period? (Chivas)</p> <p>OHANA NITE –Curriculum Fair – English, History, Math, Woodshop in Multi-Purpose. Art, Science, Lester’s – keep room open. Rene will give parents their child’s schedule.</p> <p>HSA TESTING – Now in Round #2. Goal is to complete Round #3 by end of month.</p> <p>ACT TESTING – Start at 9:00 am. 3-4 hours. 55 students have to be tested.</p>	<p>PBS - New system next year – monitor only Tier 2 students. EWS will be data collection system.</p> <p>OHANA NITE – Changed to 5/3 – 6:00 – 8:00 pm.</p> <p>HSA TESTING – Tita is on top for Reading Proficiency.</p> <p>ACT TESTING – breakfast & lunch schedules will have to be modified.</p>

	<p>Grade 8 – Higa in Higa’s room. Doane alternate (7) Grade 9 – Bob in Multi-Purp. Rob alternate. (27) Grade 10 – Candice (16) Andrew in Char’s – Char proctor Nicole Grade 11 – Del in Del’s room – Chivas alternate (15) Grade 11 = 4 hours. Timers on order Fotu/Rob – monitor bathrooms Computer Room – Kiakona – disruptive students SSC Office – Elizabeth/Pam – monitor tardy students SENIORS – 5 from Kalaheo 9 from Kailua ROTATING SCHEDULES NEXT YEAR: No need for training. Everyone will get used to it. Some students are balking about extended time. Olomana is quick to develop schedule to comply. Other schools will have to follow after next year. Kailua High students from Waimanalo have to take earlier bus to be on time. HSTA TUITION FOR COURSES: Only for Windward teachers. Check HSTA website. Union will pay \$100 towards tuition.</p>	<p>All teachers have to be trained since some are alternates. Retest date for absentees = 5/7 15 Seniors/7th graders will be on field trip to Windward Community College with Schroeder, Sean, Virgil, Bill Kalaheo – last day = ??? Graduation = 5/21 Kailua - last day = 5/15 Graduation = 5/18 ROTATING SCHEDULES NEXT YEAR: Andrew to write to bus company about a new schedule?</p>
<p>Other Concerns:</p>	<p>Aunty Char – thanked staff for their support & cooperation. Is trying to organize with Bob/Pam to have Wahines come one night. Needs staff support – participation and potluck. May also have another event where 1-3 guest speakers will come to talk to students.</p>	
<p>Topic</p>	<p>Information/Discussion</p>	<p>Decision/Action</p>
<p>Meetings run from 1:40 – 2:15 pm.</p>		<p>ALL MEETINGS ARE OPEN</p>

Next meeting date: 5-9-2013 Meeting adjourned at: 2:10 pm

is more important, as a tool to actually help each teacher.

- Tee: Danielson observations should be starting next week. Non-classroom teachers have a specific plan in the EES book.
- CTE: Melissa got the allocations and additional money. John is taking care of Dean's garden for a couple weeks. Volcom hats donated for the store. ELL is taking up time.
- Working portfolio: teachers may not understand what it is for. It is for the non-classroom teachers professional portfolio. For classroom teachers it can be used as an organizational tool. Everybody does Core Professionalism, so this is a way to organize yourself and house documents. It helps us organize. Maybe an "open lab" or during NTP.
- Disseminating the Information: sites can have a meeting and share with staff.

Tee

John

Stacey

Stacey

MINUTES

Olomana Site Leadership Meeting

Date: Oct. 23, 2013

Time: 12:47 p.m. – 1:30 p.m.

Attendees: Stacy Oshio, Monica Fatu, Kelli Taniguchi, Sheri Denis, John Secreto, David Shimoda, Ellen Nishioka, Tee Swan, Rene Iwamoto, Barbara Kiakona, Daniel Suzuki, Scott LaBoy

Absent:

Note Taker: Barbara Kiakona

ACTION ITEMS FROM PREVIOUS MEETING	RESPONSIBLE	DUE DATE
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SchCode: 309
 School Year Ending: 2013

Strive HI: Student Group Performance Report
Kailua High

Target	Reading				Math				Science				Graduation Rate	
	Participation 95%		Proficiency 72%		Participation 95%		Proficiency 64%		Participation 95%		Proficiency 34%		Objective >= 82%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	95%	Yes	61%	No	93%	No	37%	No		n/a	25%	No	85%	Yes
Disadvantaged	95%	Yes	50%	No	92%	No	28%	No		n/a	12%	No	81%	No
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a		n/a
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		n/a
Asian/Pacific Islander	95%	Yes	58%	No	93%	No	38%	No		n/a	24%	No	84%	Yes
Black		n/a		n/a		n/a		n/a		n/a		n/a		n/a
Hispanic		n/a		n/a		n/a		n/a		n/a		n/a		n/a
Native American		n/a		n/a		n/a		n/a		n/a		n/a		n/a
White		n/a		n/a		n/a		n/a		n/a		n/a		n/a
Asian		n/a		n/a		n/a		n/a		n/a		n/a		n/a
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a		n/a
Native Hawaiian	94%	No	52%	No	91%	No	27%	No		n/a	16%	No		

Index Classification: Continuous Improvement

Source of Displayed Percentage Value

- i ELL and ELL Exits Proficiency Rate
- ii SPED and SPED Exits Proficiency Rate

Run Date: Monday, October 21, 2013

Final Results

OLOMANA ILT Meeting
Thursday, November 21, 2013

AGENDA

DESIRED OUTCOMES:

- Announcements & Discussion of upcoming events
- Awareness of the monitoring and support needed for Data Teams
- Plan for 1/31/13 Professional Development Day
- Awareness of fixed vs. growth mindsets

8:00 – 9:15–Announcements/Discussions

- Principal's meeting announcements
- Implementation Continuums reporting/next steps
- Complex ILT meeting (10/29/13)
- Bell Schedules

9:15 – 10:00 – Planning for 1/31/13 PC Day Agenda

10:00 – 10:15 – BREAK

10:15 – 11:30 – Data Teams Monitoring and Support

11:30 – 12:00 – LUNCH

12:00 - 2:30 – Mindset – Book Study

2:30 – 3:00- Next Steps

OLOMANA ILT Meeting
Thursday, November 21, 2013

AGENDA

DESIRED OUTCOMES:

- Announcements & Discussion of upcoming events
- Awareness of the monitoring and support needed for Data Teams
- Plan for 1/31/14 Professional Development Day
- Awareness of fixed vs. growth mindsets

****note taker: Barbara Kiakona

Present: Sheri Dennis, Ellen Schroeder, Elizabeth Frilles, Vernon MacMillan, John Secreto, Lester Higa, Del Onaga, Monica Fatu, Natalie Sur, Ellen Nishioka, David Shimoda

8:00 – 9:15—Announcements/Discussions

- Principal's meeting announcements—to be shared with PLTs
- Bell schedule for 2014-15 is due Feb. 2014. Must be in compliance with ACT 167 and HSTA
- PONO choices-Sex Education. Will not be allowed in Kailua-Kalaheo Complex. CAS has directed Principals to please remember about controversial topics policy (opt out).
- Testimony at the Legislature--DOE employees are NOT allowed to use DOE supplies to submit testimony (stationery, lotus, etc.) Separate personal and professional
- Academic Plan Template--should be out in early December. Changes in the timeline...
- Tripod Survey--Delay in schools receiving results. Hopefully early December. Will receive school report and admin will receive teacher reports as well this year.
- Implementation Continuums reporting/next steps
- 8 papers distributed
- 1) Implementation and Status Report-goes with ART-Olomana rated "self" and provided evidence, challenges and "next step"---Olomana has rated itself 3 with evidence; ratings change quarterly
- 2) ART-in conjunction with #1
- 3) STRIVE HI-rated Olomana as "3"
- 4)EES-problematic for Olomana but Stacey felt some questions were not applicable to this time "period"
- 5) Induction and Mentoring-Windward District has mentoring program and not related to Olomana as a school program

- 6) Formative Instruction/Data Teams-school rating "3"--PLTs and Data Teams are in place
- 7) STEM-collaboration with "outside" resources; guest speakers for PBL--alcoholism and coping with drug use in family(slam poetry), Makai --hotel industry guest speaker w/ the addition of two boys going to hotels "behind the scenes" tour; guest speaker and visitation to Hokulea, Mauka--guest speakers about natural resources; DH--working with Family Court with garden
- 8) Common Core--rated "2"; "crosswalk" available online for ELA and Math; MOW (Modeling Our World) workshops; integrated across the curriculum to all core subjects; what are we teaching to common core; Math felt the ALEKS program met focus in math and coherence in math; MOW has patterns and equation to the real world;
- Complex ILT meeting (10/29/13)—(did not get to this)
- Bell Schedules--feedback from Mauka and Olomana was printed. Makai--change bell schedule M,T-want to avoid teaching after tech ed: re-visited to possibly 45 min class---over on teacher min....DH--7th period too long and taxing for students...rotating process is implemented; SCF on W...look at adding a period after lunch (11:20 release)

OYC "a" change of schedule to allow PBL to be one period daily---

Mauka-need to have a PBL period

DH-last week of the month for PBL with "whatever students are there"---no changes needed; works for their situation

Makai--one suggestion to be 7:30 AM—go "over" teacher minutes?

Tech Ed. and SCF with modules----everyone likes their schedule; PBL period needs to be added for Wed.; time wise--SCF has about 1 hr. "break" with no students---lack of student minutes needs to be adjusted

9:15 – 10:00 – Planning for 1/31/13 PC Day Agenda (did not get to this)

10:00 – 10:15 – BREAK

Core Professionalism--assignment of elements: what does it mean in context with

Danielson? Team identified what they perceived each element meant:

1) Integrity and Ethical Conduct----"do" what you say you are going to do, be the "model", do the right thing, keeping commitments; being "pono", strong moral compass so you do the right thing; honesty--open communication w/ students

2) Service to Students--schools for educating students and the benefit of the

students; abuse recognition; advocate on behalf of students; help to find necessary resources to help students; recognize to work with student interests; seek family support to help students grow.

3) Advocacy--working with our students to show that they are "different" (have special needs); look for their talents & work with them on that; PBL can support this (senior project replacement); Even LBGT

4) Decision Making-volunteering--build community of leaders; teachers (all) engaged in discussions; teachers are open-minded--student-centered; decisions based on multiple ideas; willing to find solutions

5) Compliance with School and District Regulations: attend and actively participate in ALL meetings w/out complaint; meet all deadlines; punctual and in dress code; influence peers to be part of solution and not the problem.

Evidence for showing professionalism--decision to have ILT group write out a draft and present to PLT for further comments and/or modifications

Shall we put this into our working portfolio binders in another tab? Stacey will think about it

Question: How many pieces of evidence do we need? How do we upload to PDE3? Is the state prepared to have all the evidence?

Show system of how we do what "we do" with evidence. These are things that we are already doing.

10:15 – 11:30 – Data Teams Monitoring and Support

LDS=Longitudinal Data System---gives information to teachers about students; site leadership to learn this before presenting to ILT group

11:30 – 12:00 – LUNCH—provided by Group C

12:00 - 2:30 – Mindset – Book Study--Group read book "growth" or "set/fixed".

Exchange of passages to each other. (pair/share activity)

Professional Development calendar tentative----set up in Ellen and David's office; all are welcomed to see upcoming events.

2:30 – 3:00- Next Steps

Present the principal's notes at PLT

Core Professionalism paper

OLOMANA ILT Meeting
Thursday, December 19, 2013
AGENDA/Minutes

DESIRED OUTCOMES:

- Discussion of upcoming event
- Awareness of ILT leadership role and Data Teams support and monitoring
- Awareness of Olomana's Comprehensive Needs Assessment
- Brainstorming of Enabling Activities for Academic Plan
- Planning for 1/31/13 PC Day
- Have some holiday fun (added by David)

Present: Barbara, Ellen N, Ellen S., Sheri, Tee Natalie, Lester, Vernon, John, David, Nikki, Debbie, Bill, Del, Stacey, Elizabeth, Michelle
Note taker: Del

Christmas tree game story (David)

- You get a tag
- You take a tag when a person you talk to uses a DOE acronym
- (other announcements) will be offering data teams course next semester and instructional strategies course next semester.

8:00 – 8:45–Announcements

- Principal's meeting announcements
 - SLO deadlines due tomorrow for NCT
 - Jan. 31 SLO need to be approved by admin. So due by the Jan. 20th
 - Classroom teachers turn in SLO to David/Ellen as formative assessment
 - State memo says inappropriate to submit a school wide SLO
 - Bell schedule due in February. Sate released model bell schedule to look at
 - Meeting with Ron Nozoe: (Stacey passes around handout with 6 priorities that outlined how school is addressing them) Shared with Nozoe the areas school is working on. Nozoe was amazed at the amount of work complete in two months.
 - Learning walk on Monday: 12/16/13 one of the worst learning walk. Learning targets not too evident in the classrooms. Not using text based instruction as much as we could/should do. Questioning techniques were getting better. We just need to reconnect and create the bridge between SLOs and Clear Learning targets.
- SLO deadlines & scheduling

8:45 – 9:15- Data Teams Monitoring & Support

- Data Teams Template

- Goal: introduce the data team meeting minute template as a tool to monitor and support the data team process
- 3 steps: (1) review data team process, (2) show how the template works, (3) spend time putting what you brought into the template
- Data team process (1) collect and chart data, (2) analyze and prioritize needs, (3) Review and revise SMART goal, (4) select strategies, (5) Determine results indicator, (6) monitor and evaluate the results.
- Template allows teachers to input their data into one shared document so that there is a concrete document to keep track of the students data

9:15 – 10:00- Role of ILT leaders in Data Teams

- Role of the leaders: (ILT group dialogues)

- Mauka is asking for a longer time during meetings to discuss data/results
- OYC A shares the objectives talked about in ILT with data team group. Try to pull out what they think is important and the group should know. End meeting by saying that if anyone has something else to share just email everyone in the group.
- Makai tried to relay the main topics that need to be passed down. But so many things to do, it takes away from their own agenda.
- Need to “table” extraneous conversation
- Facilitate conversation
- SCF meetings are sometimes difficult because teachers like to meet as a large group, and in large a group its hard to get things done. Teachers not connecting the PBL to the data team cycle and just focusing on the data teams cycle.
- Maybe we should get rid of all the acronyms and merge the PBL and the Data team process to eliminate confusions in the meetings.
- Identify challenges and work to show growth
- Keep the Data team cycle in mind and keep in mind how to facilitate student learning and how can I support the teachers in the group.
- Keep in mind the needs of the teachers and the learners
- Keep focused on the goal
- To lead and facilitate the data team process keeping in mind the schools goal. It is also more than just sharing what is said at ILT meetings. Relay

expectations on what how the data teams works and how it affects student learning.

10:00 – 10:15 – BREAK

10:15 – 11:30 – Comprehensive Needs Assessment (CNA) Review

- Multiple Measures of Data
 - Demographics
 - Students-504, intake and exit (age, years behind, credit, island student comes from,) by site college going rate, average daily absences by HYCF/OYC
 - Teachers- new teacher, which one with multiple certifications and years at Olomana
 - Perceptual
 - Update Olomana survey, Tripod, Teacher survey
 - Student learning
 - ACT, EOC, HAS by site, STAR by site, exit (credits, GED, graduate, program, return to home school) by site
 - School processes
 - Learning walk by site, EES, PD (PBL, +1, NTP. And targeted) PBIS, ILT (data teams)
- Purpose: to use data to help identify gaps and root causes so we can address them
- Role of Longitudinal Data Systems
 - Keep the main thing the main thing....student success
 - It is how the DOE sees us (state, district, public)
 - With LDS we can see what they see
 - We can use to keep track of our students

11:30 – 12:00 – LUNCH

12:00 - 2:00 – Academic Plan – Review and Planning

- Goal 1 Strategy 1 Common Core State Standards: we need to report on 6 enabling activities
- Goal 1 Strategy 2 Comprehensive student support
- Goal 1 Strategy 3 Formative instruction/Data teams
- Goal 1 Additional Strategy (STEM)

- Goal 2 Staff success
- Goal 2 Strategy 4 EES
- Goal 2 Strategy 5 induction and mentoring
- Goal 3 successful system of support
- Goal 3 optional strategy

- 6 + 1 priority strategies
Enabling activities:
 - CSSS: mentoring programs
 - Teacher mentor program
 - Guidelines
 - Outside agency support
 - Working outside On the Job career education
 - Partnership with outside agencies
 - Athletics
 - Participate in intramurals
 - EES
 - Continue Open labs
 - Chunk learning review
 - Small group learning
 - In house support session
 - PD days
 - STEM
 - Clear concept of STEM
 - School visitations/workshops
 - Guidance
 - Time, money
 - Build and equip STEM lab
 - DATA TEAMS
 - Use of a data team template
 - Formative assessments
 - Instructional strategies
 - CCSS
 - ELA PD on lexile level
 - Look at different reading programs (i.e. springboard)
 - PD of argumentative writing
 - MATH: MOW (modeling our world)
 - ALG I and ALG II (curriculum planning)
 - Science: PD on next generation science standards
 - STEM workshop (curriculum and STEM integrations with CCSS)

- Visit schools with successful science programs to gain strategies
- Use PBL as a method to incorporate CCSS

- CNA, present ACFIN, data

2:00 – 3:00 – Planning for 1/31 PC Day/Closing

- Dr. Kasuya for 2 hours everyone would come with page 1 of the story they created and pilot the story with another group
 - Large and small group sessions
 - Concept mapping
 - Have small sessions in separate room to reduce the extraneous noise.
- SCF already gave their case to Kasuya and they are working on refining it.
- Create a bank of stories
 - Select one from the bank
 - Create one “big story”
- Talk about meshing problem-based and project-based learning if need be
- IDEAS: Dr. Kasuya 10a-12p
 - Like the individual consultation time to help iron out the “kinks” in the story
 - Send group story to him beforehand? Maybe he will be able to give better feedback
- Morning session 8a-10a
 - WASC refresher (Debbie to run)
 - A4L-learning targets (share the results of the learning walk)
 - Each teacher brings CLT to the session to get peer input
 - Have learning targets at each session (to practice modeling)
 - EES refresher
 - Timelines/deadlines
- After Lunch 12:45-3p
 - AcFin
 - Introduce the data teams minutes sheets (NTP)
 - PBL next step planning time
 - Curriculum map to turn in?
 - Library catalogue searching; EBSCO(NTP)
 - LDS

OLOMANA ILT Meeting
Tuesday, January 28, 2014
AGENDA

DESIRED OUTCOMES:

- Announcements of upcoming events
- Discussion and Review of bell schedules
- Discussion and Review of the Academic Plan for Olomana School

8:00 – 9:00	Announcements Bell Schedule Discussion
9:00 – 10:00	Brian Matsudo, Creative Academy
10:00 – 10:15	BREAK
10:15 – 11:15	Academic Plan Review
11:15 – 12:00	LUNCH & Travel Time
12:00 – 3:00	Complex ILT meeting Pali Golf Course

Priority Strategy Support Template

Utilize the Implementation Continuums as a guide as your ILT discusses each priority strategies. Identify your school's strengths and areas that need support.

	Strengths		Need Support	
	What <small>What is your school doing well?</small>	Evidence <small>How do you know?</small>	What <small>What are your identified needs?</small>	Expected Results <small>What will be the evidence of success?</small>
Common Core State Standards (CCSS)	Universal screener in Reading & Math based on CCSS. Informational text, academic language. Argumentative/Informational Writing.	STAR scores. Instructional suggestions generated by the STAR report. Walkthrough observations. Student Portfolios.	Training re: STAR reports. Integration of CCSS with PBL. Clear Learning Targets.	Changes in the curriculum maps – integrating priority Standards from STAR rept. Increased positive movemt. towards school's SMART goal.
Science, Technology, Engineering and Mathematics (STEM)	PBL that integrates STEM. Integration of CTE into STEM CC.	Curriculum maps. Student projects. Student activities (Botball, Science Fair). Connections with community partners. STEM DVD resources are being used.	Increased community-based resources & materials. More print resources for some sites. Increased support for curricular integration.	School will have increased community connections. Increased achievement. More student attendance & engagemet (i.e. Science Fair).
Comprehensive Student Support System/Response to Intervention (CSSS/Rti)	System in place to review student concerns. School-wide PBS system. School-wide universal screener (Rdg./Math) Data-driven decision-making. Individualized online reading intervention.	School documents & longitudinal data.	Classroom management skills. Overview of Rti updates. At-risk students – instructional strategies. Complete technology infrastructure at all sites.	Increased student engagement. Decrease in referrals. Increased time in class. Improved communication/collaboration.
Formative Instruction/Data Teams (FI/DT)	Data Teams, PLTs are functional/established & completing all steps - Data Team cycle. Communication/Collaboration is ongoing. Professional Development	School website – Data Team webpages, school calendar. Established PD schedule that is focused/strategic/Comprehensive.	Formative Assessment & targeted instructional practices. Student/Peer assessmts. Rubrics/Inter-rater reliability.	Increased student achievemnt. Decreased failure rates. More progress monitoring by teachers. Increased/Improved differentiation practices observed.

Next Steps Planner: First Quarter

What	Who	When
<p>Providing professional development opportunities for the entire school to support school-wide initiatives.</p> <p>Providing teacher collaboration time.</p> <p>Continue to refine the Data Team Cycle implementation cycle.</p>	<p>VP, Academic Coach & Data Coach</p>	<p>Ongoing to extend throughout the 1st Quarter.</p>



Fw: bell schedule

Barbara Kiakona to: Nicole Ilae, Del Onaga, Lester Higa,
Thomas Swan, Stacey Oshio, Daniel
Suzuki, Bob Christenson, Ama Silva, John

03/04/2014 08:40 AM

For those who have helped to make the scheduling "work", Aloha nui loa.
Below is the message from HSTA concerning a question that Lester had about voting to change. Now we
can get down to the business of "business".

----- Forwarded by Barbara Kiakona/OLOMANA/HIDOE on 03/04/2014 08:36 AM -----

From: "Paris, Jodi" <JParis@hsta.org>
To: Barbara_Kiakona/OLOMANA/HIDOE<Barbara_Kiakona/OLOMANA/HIDOE@notes.k12.hi.us>,
Date: 03/03/2014 06:31 PM
Subject: RE: bell schedule

HI Barbara,

If there's no change in minutes taught, then you do not need to take a vote on the change. The Administration has the
authority to change what is taught, as long as teachers are licensed in that subject matter.

Hope this helps,
Jodi

Jodi Paris

HSTA UniServ Director, Windward

808-833-2711 Ext. 237

From: Barbara_Kiakona/OLOMANA/HIDOE@notes.k12.hi.us [
mailto:Barbara_Kiakona/OLOMANA/HIDOE@notes.k12.hi.us]
Sent: Monday, March 03, 2014 8:32 AM
To: Paris, Jodi
Subject: bell schedule

Hi Jodi,

I emailed you last week about our leadership group for OYC (4 leaders) working on the classes for next year. We are
looking at NO CHANGE in the time but everyone will be teaching the PBL (project/problem based learning) for
period 7 in our teaching lines.

Do we need a vote on this for "approval" by the faculty? Or do we say that this is the way the schedule can work?

As a priority school, we are trying different ways to work with our students and this was one of the recommendations
from the WASC committee and from the "priority team".

Please advise as we are having another meeting on Thursday and wish to "finalize" the schedule so that we can get things started for next year.

Mahalo.....sorry I have so many questions from us.

**

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**



RE: waiver - HSTA 
 Barbara Kiakona to: Camacho, Ray
 Cc: "Paris, Jodi", Thomas_Swan
 Bcc: Barbara Kiakona

03/14/2014 11:40 AM

My VP will be faxing it to you, from me, right now as I now have students in class.

"Camacho, Ray" Aloha Barbara,

03/13/2014 10:39:04 AM

From: "Camacho, Ray" <RCamacho@hsta.org>
To: Barbara_Kiakona/OLOMANA/HIDOE<Barbara_Kiakona/OLOMANA/HIDOE@notes.k12.hi.us>, "Paris, Jodi" <JParis@hsta.org>
Cc: Thomas_Swan/OLOMANA/HIDOE <Thomas_Swan/OLOMANA/HIDOE@notes.k12.hi.us>
Date: 03/13/2014 10:39 AM
Subject: RE: waiver - HSTA

Aloha Barbara,

Please complete the attached form and scan/email or fax it back to me. Thank you.

Ray Camacho
Negotiations Specialist
Hawaii State Teachers Association
(808) 833-2711 (office)
(808) 839-7106 (fax)

rcamacho@hsta.org

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From: Barbara_Kiakona/OLOMANA/HIDOE@notes.k12.hi.us [mailto:Barbara_Kiakona/OLOMANA/HIDOE@notes.k12.hi.us]
Sent: Thursday, March 13, 2014 8:07 AM
To: Paris, Jodi; Camacho, Ray
Cc: Thomas_Swan/OLOMANA/HIDOE@notes.k12.hi.us
Subject: Fw: waiver - HSTA

Hi Jodi,

This is the bell schedule that we had worked on last year and it seems that it has to do with sending it to be approved.

Mahalo for your help.

Please see below on the directions I need to do....LOL. I can't remember all those things!
So, email me when you receive this and the PDF and I will follow through on the other things.
Again, Mahalo for all that you do.

----- Forwarded by Barbara Kiakona/OLOMANA/HIDOE on 03/13/2014 07:58 AM -----

From: Stacey Oshio/OLOMANA/HIDOE
To: Barbara Kiakona/OLOMANA/HIDOE@HIDOE,
Cc: Thomas Swan/OLOMANA/HIDOE@HIDOE
Date: 03/12/2014 04:55 PM
Subject: waiver - HSTA

Hi Barbara!

Could you please forward the following PDF to Jodi and cc Raymond Camacho (rcamacho@hsta.org)
We need to do this for our bell schedule waiver.

Please have Jodi email you when she receives the packet. Could you let Tee know when you receive the email from Jodi? Could you send the email to Tee as well? He will need to include that in the entire packet submission to OCISS.

Thank you very much!
Stacey

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**[attachment "BU5ExceptionsProcesschecklist.pdf" deleted by Barbara Kiakona/OLOMANA/HIDOE]



RE: waiver - HSTA

Camacho, Ray

to:

Barbara_Kiakona, Paris, Jodi

03/13/2014 10:39 AM

Cc:

Thomas_Swan

Hide Details

From: "Camacho, Ray" <RCamacho@hsta.org>

To: Barbara_Kiakona/OLOMANA/HIDOE

<Barbara_Kiakona/OLOMANA/HIDOE@notes.k12.hi.us>, "Paris, Jodi"

<JParis@hsta.org>,

Cc: Thomas_Swan/OLOMANA/HIDOE

<Thomas_Swan/OLOMANA/HIDOE@notes.k12.hi.us>

History: This message has been replied to and forwarded.

1 Attachment



BU5ExceptionsProcesschecklist.pdf

Aloha Barbara,

Please complete the attached form and scan/email or fax it back to me. Thank you.

Ray Camacho
 Negotiations Specialist
 Hawaii State Teachers Association
 (808) 833-2711 (office)
 (808) 839-7106 (fax)

rcamacho@hsta.org

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 To: Barbara_Kiakona/OLOMANA/HIDOE@HIDOE,
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 Date: 03/12/2014 04:55 PM
 Subject: waiver - HSTA

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42-522 Kalaniana'ole Highway
Kailua, Hawaii 96734
263-1406/263-1407
263-1405

Olomana School
Student Services
Coordinator's Office

Fax

To: Ray Camacho, HSTA **From:** 263-1405 Olomana School

Fax: 808 839-7106 **Pages:** 2

Phone: 808 833-2711 **Date:** 3/14/14

Re: Bell Schedule Waiver **cc:**

for Olomana School

Urgent For Review Please Comment Please Reply Please Recycle

HSTA PROCESS CHECK LIST

IMPORTANT: The APC should complete and return this form to your UniServ Director, and attach copy of exception requested.

Name: Barbara Kiakona Phone: 266-7866

E-mail: barbara-kiakona@totenotes.k12.hi.us

Position on APC: APC Faculty Rep. Grievance Rep.

School: Olomana School

Step	Action Needed by APC Please describe the contract exception:	Completed	
		Yes	No
	see attached PDF	X	
1	<ul style="list-style-type: none"> ✓ A meeting with the faculty should be called by the APC to discuss exception, and achieve consensus. ✓ At least 48 hours notice should be given to faculty. ✓ The discussion should be open and collaborative, and reserved for Bargaining Unit 5 members only, to avoid appearance of undue influence. <p style="text-align: center;">Date of mtg. <u>3/13/13</u></p>	✓	
2	✓ If consensus reached, please check "YES" box and stop here.	✓	
3	<ul style="list-style-type: none"> ✓ If no consensus has been reached, prepare a secret ballot for each exception requested. ✓ Make sure the ballot question is clearly worded. 		
4	<ul style="list-style-type: none"> ✓ Make the ballots available to all faculty members. ✓ Contact all BU 05 members on paid or unpaid leave informing them of the vote. 		
5	✓ Notify the faculty of the voting deadline and provide for five (5) working days to cast their votes.		
6	✓ Have a roster to check off names for ballots. This helps to ensure all Bargaining Unit 5 members had opportunity to vote.		
7	<ul style="list-style-type: none"> ✓ Count the votes after all ballots are in (including any ballots from teachers that are absent). ✓ Keep the ballot box in secure place until ready to count. ✓ Make sure you have a witness for the counting. ✓ Report the vote tallies to your UniServ Director. <p>Vote Tally: Yes _____ No _____ Blank _____</p> <p style="text-align: center;">Total votes cast _____</p> <p>Percentage of votes in Affirmative: _____ %</p>		