

# General Business Meeting

## May 5, 2015

Complex Area  
Superintendent Report  
for  
Nanakuli-Waianae



**Nanakuli-Waianae  
Complex Area**

Superintendent's Report

# Nanakuli-Waianae Complex Area Demographic Data

- 0 Total number of schools: 9
  - 0 6 elementary, 1 intermediate, 1 high school, 1 high & intermediate school
- 0 SY 2014-15 enrollment: 8156 students
  - 0 63% Native Hawaiian
  - 0 84% Economically disadvantaged
  - 0 14% Students with disabilities
  - 0 5% English Language Learners
- 0 Community educational attainment
  - 0 High school graduate or higher: 80.9% Hawaii: 90.4%
  - 0 Bachelor's degree or higher: 7.9% Hawaii: 30.1%

*Source: US Census Bureau*

# E Po`okela

## Striving for Excellence

- 0 Leadership is the capacity to translate a vision into reality. --Warren Bennis
- 0 Live your beliefs and you can turn the world around. --Henry David Thoreau

**0** *HIKI NO!!*

# **Nanakuli-Waianae Complex Area Schools: Beliefs about Education for our Children, Families, and Community**

- 0 We believe in creating possibilities, maximizing potential and finding the passion in all to achieve.
- 0 We believe that every child wants to be successful and that hope is built upon success...small successes build into larger ones.
- 0 We believe our students deserve educational opportunities that empower them to be citizens of the world.
- 0 We believe that we can make a difference in every child's life and therefore impact our entire community.
- 0 We believe that together we can create "the change" to ensure that all our children realize their dreams for the future.

# We believe in creating possibilities, maximizing potential and finding the passion in all to achieve.

--Daniel Addis, Nanakuli-Waianae Complex Area, School Renewal Specialist

- 0 All NW schools have Instructional Coaches who coach teachers to:
  - 0 improve classroom instruction,
  - 0 facilitate data team meetings,
  - 0 analyze school and student data for program improvement
  - 0 provide professional development on CCSS
  - 0 mentor new teachers
  
- 0 Instructional Coaches Academy PD/PLC are held monthly
  
- 0 Aligns with Formative Assessment/Data Teams, EES and Induction and Mentoring



# We believe that every child wants to be successful and that hope is built upon success...small successes build into larger ones.

--John Wataoka, Nanakuli-Waianae Complex Area, Chief Academic Officer

- 0 Waianae Intermediate School counselors use an intervention known as Girls Circle in partnership with DOH-funded Project Kealahou, an organization serving Hawaii girls who have experienced trauma.
- 0 Counselors provide group counseling to address the social/emotional needs of this group of students to decrease absenteeism, behavioral referral incidents and increase academic success.
- 0 Counselors use data driven decision-making (ASCA School Counseling Program) Visible, accessible and a focus on prevention.
- 0 Aligns with CSSS/RTI



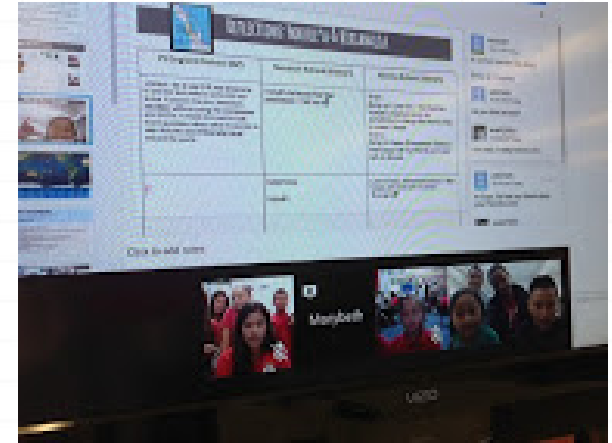
# We believe our students deserve educational opportunities that empower them to be citizens of the world.

--Terry Holck, Nanakuli-Waianae Complex Area, CCSS/Technology Integration Resource Teacher

0 Schools in the Complex Area are integrating technology to learn Common Core Standards

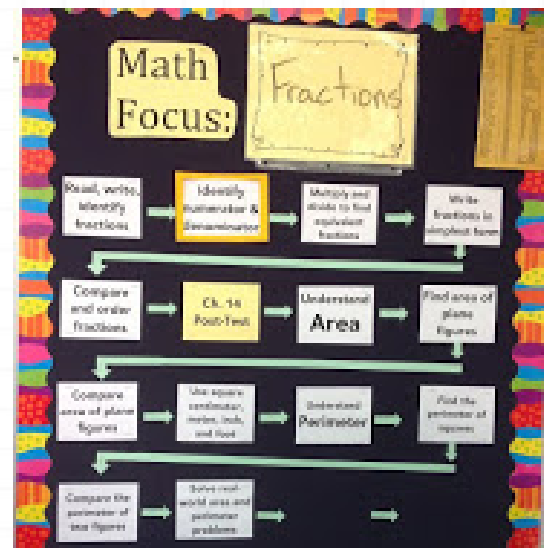


0 Google hangout with Nanakuli Elementary School, Keeau Elementary School and Point England School in New Zealand



0 Learning, practicing and mastering Common Core math skills

0 Aligns with state strategy of CCSS





## **We believe that we can make a difference in every child's life and therefore impact our entire community.**

--Nanaikapono Elementary School Principal Debra Knight and Bryscen Prothero, APRN

- 0 There are community partnerships that help our schools address the needs of our student.
- 0 In a partnership with UH School of nursing, we have an APRN at Nanaikapono Elementary School.
- 0 The concept behind this Hawaii Keiki partnership is physically healthy children are also academically healthy and ready to learn.
- 0 Aligns with CSSS.



# We believe that together we can create “the change” to ensure that all our children realize their dreams for the future.

--Kalei Kailihiwa, Ka Pua Initiative Director, Kamehameha Schools

- 0 The mission of Alignment Hawai'i 96792 is to
  - 0 Align community organizations and resources to support Complex Area schools in reaching their goals – Hoomau Ka Ike College Access Event
  - 0 Ensure coordinated support to positively impact public school success through Health and Wellness, Early Childhood Education, and College Access
  - 0 Aligns with state strategy of Comprehensive Student Support/Community Partnerships



# Celebrate!

--Ann Mahi, Nanakuli-Waianae Complex Area Superintendant

First two schools in the state to receive a national designation as a Recognized ASCA Model Program (RAMP)

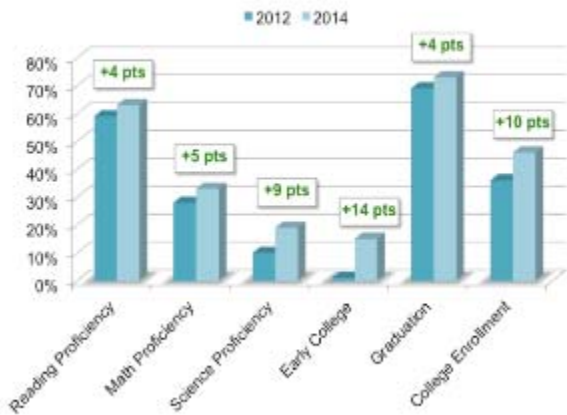
- Nanaikapono Elementary
- Waianae Intermediate



Gamification: motivate, engage, reward, and teach  
Dimension U Tournament



College and Career Readiness Indicators  
Waianae High School



DOE Spotlight on Waianae High School showing increases in all College and Career Readiness Indicators



NW Technology summit  
PD day for teachers

E komo mai!  
<http://www.nwcomplex.org/>

 **NĀNĀKULI-WAI'ANAĒ COMPLEX AREA**

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**E PO'OKELA**  
**STRIVING TOGETHER TOWARDS EXCELLENCE**

 Leihoku ES |  Ma'ili ES |  Makaha ES |  Nānāikapono |  Nānākuli ES |  Nānākuli HS/IS |  Wai'anae ES |  Wai'anae IS |  Wai'anae HS

## Complex Area Report: Nanakuli-Waianae

### Complex Area Staff: 2014-2105

Complex Area Superintendent:	Ann Mahi
Complex Academic Officer:	John Wataoka
School Renewal Specialist:	Deyon Nagato
School Renewal Specialist:	Daniel Addis
Effective Educator Specialist:	Lynn Okamura (Retired)
STEM Educational Specialist:	Colleen Murakami (Retired)

### Resource Teachers:

Technology Integration/ CCSS:	Terry Holck
Induction and Mentoring:	Tedi Kam-Yahata
Formative Instruction/Data Teams:	Elson Barba (TA VP WIS-2015 CISL)
Comprehensive Student Support:	Ami Akeo (TA VP NES-2015 CISL)
Common Core State Standards:	Stephanie Shigemasa (TA VP WES-2015 CISL)

### School Support Consultants:

Principal Directed PD-Marginal Teachers:	David Sheppard, Middle Matters and More
School Turnaround:	School Synergy – WHS, WIS (2015 – N’pono)
FI/Data Teams:	Lisa Cebelak, Houghton-Mifflin Harcourt
CSSS/ASCA:	Dr. Paul Barnes, University of Nebraska
Instructional Coaches Academy:	Billie Donagen
Response to Intervention (RTI B):	Diana Browning Wright
Rigorous Curriculum Design	Connie Kamm, Houghton-Mifflin Harcourt

### Supplemental Academic Supports:

Dimension U:	Math concept reinforcement: grades 3 to 9
Footsteps2Brilliance:	Academic Vocabulary: ages 3-4 and grades K-3
Achieve3000:	Differentiated Reading: grades 2-12
iReady:	ELA and Math Diagnostic K-12 , Math Intervention K-8

### Systems Support:

Imiloa by iResult:	School Dashboards/Intervention Reports
Technology Summit:	UH CRDG, Apple, Goggle, OCISS
Instructional Ldshp Teams:	Targeted Leadership Consultants (year 3)
Common Core Curriculum:	Professional Development for teachers
NW Complex Area Website:	Complex Area site/school websites
Complex Area PLCs:	Technology Integration Pillars, Counselors, Instructional Coaches, New Teachers,

### Grants:

GEAR UP Partnership Grant:	Class of 2017, UHWO
21 <sup>st</sup> Century Grant:	Waianae High School & Waianae Intermediate School
Hawaii Keiki: Health:	Nanaikapono Elementary School – UH School of Nursing
USDE Arts Turnaround Grant:	Waianae Elementary School– Hawaii Arts Alliance/OCISS

## Six Priority Strategies:

<p><b>Common Core State Standards</b></p>	<p>All NW schools are implementing CCSS through the Common Core Instructional Materials. Currently all elementary schools are using Wonders and secondary schools have Springboard for ELA. Some elementary schools purchased Go Math and Stepping Stones and will attend training during the summer. Secondary schools are using Springboard Math and will review the data to determine if there will be a change to the Common Core Instructional Materials for math in 2016-17 or if they will submit a waiver request. Grade levels and subject courses have developed Curriculum Maps to align instruction and data teams regularly review student work as part of the data team learning cycle.</p>
<p><b>Comprehensive Student Supports/RTI</b></p>	<p>All NW schools (Principals, VPs, Counselors, Teacher leaders and Sped Dept. Chairs, SBBH, and Psychologists) attended the Diana Browning Wright Tier 1 training on school wide and classroom strategies to manage and support student behaviors and the overview of the RTI B Multi-tiered Behavioral Framework. The second part of the training in April included teams from each NW school made up of Principal and/or VP, SSC, Counselor, SBBH and General Ed and Sped Teachers. The teams received training on RTI B, Tier 2 and Tier 3 strategies for identifying and supporting higher needs students. There will also be training in June for school principals on developing a continuum of services on a school campus for all students who have social-emotional behavioral needs. The continuum of services will support both regular education and special education students facing these challenges that become barriers to their educational progress.</p>
<p><b>Formative Instruction/Data Teams</b></p>	<p>Data teams are structurally in place at all NW schools and supported by teachers who are certified in the Data Team process. There are 26 data team certified trainers in NW schools who are able to train new teachers, monitor the data team process, facilitate data team sessions and coordinate data sharing among the teachers. OCISS will provide refresher training for the Data Team Trainers in the summer of 2015.</p>
<p><b>Educator Effectiveness System</b></p>	<p>The NW school administrators have been able to meet the expectations set by the DOE regarding the completion of the EES evaluation for teachers. Support for meeting the requirements is provided by the EES Educational Specialist for school administration and teachers. Struggling and Marginal teachers are provided support through the Principal Directed Professional Development Plan (PDPDP) and four PD sessions with consultant Dave Sheppard. The sessions are aligned to the evaluation components. The teachers were also afforded multiple classroom observations by the consultant with feedback regarding improving the use of engaging and aligned instructional strategies in their classroom practices. The teachers rated the support as 4/5 out of a 5 point rating system. The sessions will continue next year for the Level 1 supports and Level 2 will be for the teachers who attended this year and a colleague from their schools. (This was a request from the teachers this year).</p>

<b>Induction &amp; Mentoring</b>	<p>There are 98 first year and 78 2<sup>nd</sup> year teachers in the NW complex area to support in their transition as new teachers. The CA held a new teacher orientation for 1 day in July, inclusive of time at each of their schools for specific expectations and training. New Teacher PLC meetings are held every month at various schools in order to best address the needs of the new teachers in that school/complex. Each new teacher is assigned an instructional coach at their school to provide mentoring support. Struggling new teachers were principal directed to attend professional development sessions where attendance, homework, reflections and participation were components of the monitoring. Principals were provided the session materials to follow up with these teachers.</p>
<b>Academic Review Teams</b>	<p>The ART process was integrated with the ILT sessions in most schools as the teams were made up of the school principal, vice principals, instructional coaches and department or grade level chairpersons. Each team reviewed program data to determine the status of implementation of the six priority strategies and impact on student performance. The review of this data and discussions provided each team leader with information to determine how to improve the outcomes for each of the six priorities.</p>

### Priority Community Issues:

**Chronic Absenteeism** is a problem in the Nanakuli-Waianae complex area. Although there was a decline in the average of students who were chronically absent from 35% in SY 2012-13 to 26% in SY 2013-14, it is still a major issue for us. The problem ranges from parents not bringing the students to school due to personal reasons, doctor's appointments, and childcare for younger siblings which sets a pattern for students to learn that education is not their first priority. All schools developed intervention programs to target the students who are chronically absent which included daily monitoring and reporting of the daily attendance, classroom incentives for attendance, personal calls to parents, parent bulletins and meetings that focused on the importance of attendance, the connection to doing well academically, and to support college and career goals for their children.

**College Access and Career Readiness** is a focus for our schools to raise the graduation and college going rate. It is important for each elementary, middle and high school to create a college going culture, develop academic supports, provide information and facilitate planning for postsecondary education with families. Our community engagement initiative, Alignment Hawaii 96792 has a Hoomau Ka Ike committee that held its first event at UHWO in April with twenty 8<sup>th</sup> grade students from Waianae Intermediate and their parents. The families took a tour of the campus, heard from a panel of community members who shared the challenges they faced and overcame to finally graduate from UHWO. They all participated in a session with Waianae High School Principal Disa Hauge on how to prepare for the transition to WHS and to college. Increased opportunities for Early College is available from UHWO and LCC instructors at both WHS and NHIS. This has created a pathway for our students to see the possibility of their going to college. Both WHS and NHIS have increased the number of students who have taken these courses and received dual enrollment credits. KSBE, Ka Pua Initiative has also provided support for a pilot summer math transition program at WIS called the IMUA Academy. This program is taught by WIS teachers to prepare the students for Algebra 1 at WHS.

**Access to Quality Health Services** is a major need for our students to support and enhance learning. The addition of an Advanced Practice Registered Nurse (APRN) as part of the Hawaii Keiki: Healthy and Ready to Learn partnership with UH School of Nursing at Nanaikapono has not only created a positive change at Nanaikapono but also impacted the entire NW Complex area. The APRN has taken the lead for providing support for all of the School Health Aides to better address school health concerns and professional training by Department of Health representatives. This has provided guidance for complex schools on issues such as tuberculosis, uku, asthma and obesity. This program is designed to improve the access and quality of health services through the building of school based health services: screen for treatable health conditions, provide referral to primary health care, prevent and control communicable disease and other health problems, provide emergency care for illness or injury and provide preventative education to school staff, students, and families.

**Community Engagement** in support of NW school goals through fostering partnerships has been the focus for the Alignment Hawaii 96792 project. The Kamehameha Schools, Ka Pua Initiative has been a strong partner in providing the staffing to coordinate the committee work for the three committees. (College Access, Health & Wellness and Early Childhood). The committees meet monthly to research the issues faced by our schools and to determine how to best support the school goals through community resources. This process provides community partners insights to our NW schools, a better understanding of the gifts and challenges of our children and a means to collaborate by bringing together community resources.

### **Complex Area Highlights:**

#### **American School Counselors Association RAMP Certification:**

Waianae Intermediate School and Nanaikapono Elementary School were awarded the ASCA RAMP certification in 2015. They are the first two schools in the State of Hawaii to receive this national designation. The application process is rigorous as data must be used to identify a problem, research is conducted on high yield practices, an intervention plan is developed, the intervention is implemented, data is collected and analyzed and conclusions are developed regarding the impact of the intervention on the target population. The two school teams will be recognized at the annual ASCA conference held on June 28- July 1 in Phoenix, Arizona. Our NW Complex Area goal is to have all nine schools receive this national designation by 2016. The roles and responsibilities of our counselors have changed as they better understand the importance of the systemic use of data to identify problems in student learning and the social/emotional issues that affect behavior as related to academic success.

#### **1:1 Technology integration:**

Nanakuli Complex classrooms have MacBook Airs as part of the Access Learning Pilot project and Waianae Complex classrooms have Apple iPad minis for student use. NW schools have embraced technology and the principals have supported their teachers in the implementation of Google Applications for Education (GAFE) and the use of technology for collaboration, engagement, motivation and innovation. The NW 21<sup>st</sup> Century Learning Summit held in October, 2014 was well-received by NW teachers and will be held again in school year 2015-16. Each school has identified a Technology Committee to develop a plan for creating 21<sup>st</sup> century classrooms. There are teachers identified as Technology Integration Pillars from each school who meet monthly in a PLC to learn from professional experts and who take the time to practice and share ideas. The TIPs share applications and strategies with their colleagues during faculty meetings and their classrooms are used as demonstration sites.



## **Greatest Needs:**

### **Number of highly qualified teachers in the teacher pool:**

Each year NW complex area recruits 60-100 new teachers. This results in tremendous amount of our resources going into professional development on an annual basis. As a result, a burden is placed on schools to provide time for professional development to teachers on both state and school initiatives and programs. The instructional coaches at each school play an important role in mentoring and supporting new teachers. Therefore, the greatest need is to develop 'home-grown' teachers to help mitigate the recruitment issue on the Waianae Coast.

### **Chronic student absenteeism:**

To better work with our families to determine the causes of chronic absenteeism and create a clear understanding of how absenteeism impacts learning, transitions to subsequent grade levels and goals to attend college.

### **College-going rate:**

According to the 2010 US Census data, only 7.3% of those aged 25+ have a bachelor's degree or higher in the Nanakuli-Waianae community. As a result, our families have a difficult time helping their children navigate the process of entering college. Currently our college going rate is over 40% between our two high schools which nearly six times the community average. However we still need to work with our school community to reach the state goal of 55% by 2025.

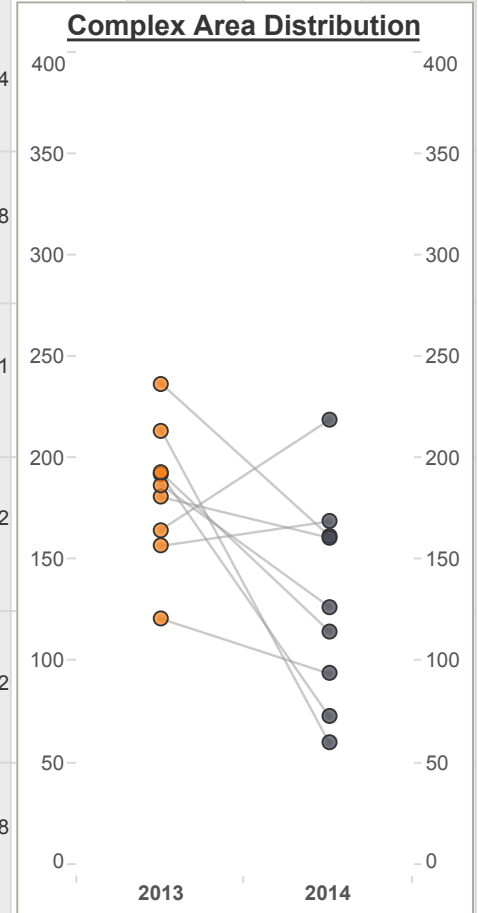
### **Greater access to health care:**

Data from recent health surveys indicates that 25% of students in the NW community have asthma which adversely affects their general health and performance in school. Additionally, 35% of parents stated that transportation to health services is an issue that prevents their children from receiving proper health care. The socio-economic level of the community also contributes to other factors such as health illiteracy which prevents parents from understanding the severity of children's maladies, how to navigate the health system, and determining if they can afford health care, i.e. EMS, prescriptions, medical procedures.

# Nanakuli-Waianae: School Year 2013-2014 Strive HI Complex Area Summary Report

Score Dropped (Orange) | Score Improved (Dark Gray)

		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
Nanakuli High & Inter	Continuous Improvement	Accredited	161	6	98	30 → 26	48 → 47	9 → 16	57 → 40	56 → 51	41 → 34	9 → 12			11 → 11	71 → 76	43 → 38
Waianae High	Focus	Accredited	169	9	141	29 → 32	48 → 49	13 → 13	44 → 54	47 → 55	27 → 37	5 → -25			14 → 12	69 → 70	41 → 48
Waianae Inter	Focus	Accredited	94	4	75	40 → 40	52 → 51	17 → 9	47 → 42	47 → 43	40 → 33	7 → 19		30 → 25			
Leihoku Elem	Continuous Improvement	Not Accredited	115	3	63	53 → 49	63 → 55	35 → 43	53 → 46	50 → 44	31 → 43	4 → -28	30 → 14				
Maili Elem	Continuous Improvement	Not Accredited	60	4	66	49 → 41	55 → 43	15 → 9	56 → 32	47 → 35	27 → 38	34 → -23	41 → 28				
Makaha Elem	Continuous Improvement	Not Accredited	219	2	55	42 → 42	50 → 50	30 → 35	48 → 61	56 → 55	45 → 40	-38 → -3	46 → 31				
Nanaikapono Elem	Continuous Improvement	Not Accredited	127	3	75	35 → 31	47 → 42	11 → 23	48 → 49	56 → 48	41 → 46	23 → 8	41 → 32				
Nanakuli Elem	Continuous Improvement	Not Accredited	73	1	35	57 → 50	55 → 47	9 → 2	60 → 41	40 → 35	11 → 24	57 → -17	37 → 22				
Waianae Elem	Priority	Not Accredited	162	4	52	52 → 51	44 → 45	2 → 31	74 → 49	46 → 52	29 → 36	40 → -6	34 → 28				



**All Nanakuli-Waianae Students are College, Career, and Community Ready Upon High School Graduation**



**Our Collective Efforts will Provide Every Child HOPE for a Successful Future**



**E Po`okela: Striving Towards Excellence  
Hiki No: It Can Be Done**



**Comprehensive Student Support**

**Community Engagement & Partnerships**

**Accountability**

**Curriculum, Instruction, Assessment**

**Professional Development**

- ASCA Comprehensive School Counseling Program (RAMP)
- RTI: Multi-level Academic and Behavioral Framework
- AVID
- Inclusion
- USDE Grants: School Climate Transformation, Project HI Aware, GEARUP: Partnership with UHWO, 21<sup>st</sup> Century Grant

- Alignment HI 96792: Early Childhood, Health and Wellness, College Access
- UHWO/LCC: Early College Options
- Ka Pua (KS): Alignment HI 96792, IMUA Academy, Hawaiian Language Immersion Program, WHS Literacy RTs, Instructional Coaches Academy
- Hawaii Keiki Healthy and Ready to Learn/UH Manoa School of Nursing

- ART/Project Management
- ILT (Powerful Instructional Practices)
- Formative Instruction/Data Teams
- CAS Visits
- iResult-Performance Dashboard
- Turnaround Partners: School Synergy, Safe & Civil Schools
- Evaluation:
  - EES (teacher)
  - CESSA (admin)
  - PAS (classified)

- CCSS
- Wonders (K-6), Math In Focus (K-6), Springboard Math & ELA (7-12), Stepping Stones (K-5), Go Math (SY 2015-16)
  - STEM/NGSS
- Supplemental Resources
- Read Well (K-2), Achieve 3000 (Reading 2-12), Footsteps to Brilliance (Pre K-3), DimensionU (3-8)
- Assessment
- Standards-based IEPs
  - iReady (Math/ELA)
  - SBA, ACT, EOC, HSA, HSAA

- Induction and Mentoring: Targeted Support Series, Monthly PLCs
- Instructional Coaches Academy
- Certified Data Teams Trainers
- Special Education/504
- Rigorous Curriculum Design (CCSS)
- Technology Integration
- RTI (CSSS)
- Classified Staff: Job related training
- STEM Training