

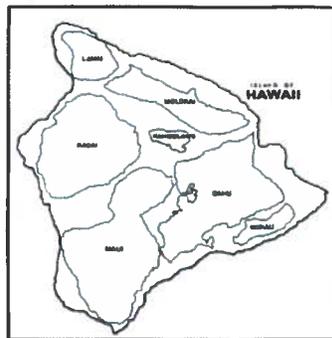
# Moving from Silos to Synergy

Spring 2013



## Who We Are

The Ka'ū-Kea'au-Pāhoa Complex Area (KKPCA) covers a wide geographic area spanning approximately 70 miles from Pāhoa to Na'alehu. The rural districts of Puna (Kea'au & Pāhoa) and Ka'ū are about 100 square miles larger than O'ahu and Maui combined.



In 2010, the Hawaii State Department of Education designated the Ka'ū-Kea'au-Pāhoa Complex Area as one of two Race to the Top Zones of School Innovation because we were persistently low-performing. We are a rural, hard to staff area serving one of the largest populations of Native Hawaiian and economically disadvantaged students. We are committed to closing achievement gaps, turning around persistently low performing schools, and ensuring all students are prepared for college, career and citizenship.

KKP Student Enrollment (LDS report 5/21/13)	Count	Percent
Disadvantaged	4,881	87%
Hawaiian	2,567	46%
SPED	809	14%
ELL	668	12%
Male	2,988	53%
Female	2,633	47%
<b>Total</b>	<b>5,621</b>	<b>100%</b>

State of Hawaii  
Department of Education

### Our Mission

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

### Our Vision

Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

### Ka'ū Complex

Na'alehu Elementary  
Ka'ū High & Pāhala Elementary

### Kea'au Complex

Mountain View Elementary  
Kea'au Elementary  
Kea'au Middle School  
Kea'au High School

### Pāhoa Complex

Keonepoko Elementary  
Pāhoa Elementary  
Pāhoa High & Intermediate School

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### Contact Information

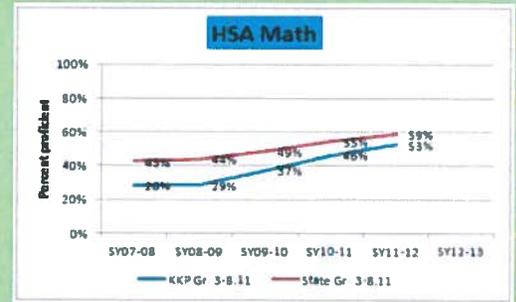
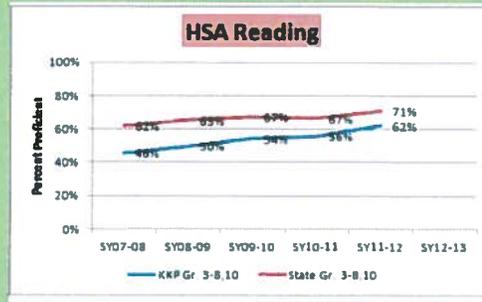
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# Hawaii State Assessment SY2007-2008 to SY2011-2012

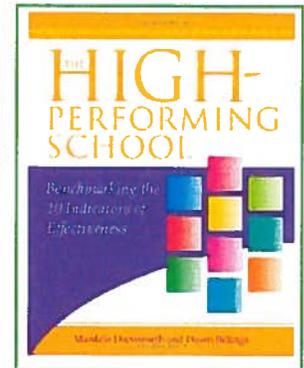
Although KKP Hawaii State Assessment proficiency scores are lower than the state averages, over the past five years, KKP schools made **greater gains** in reading and math proficiency than the rest of the state.



## Where We Were & Where We Are

	January 2011	2012-13 School Year
<p><i>Ike Pili</i> RELATIONSHIP BUILDING</p> <p><i>Ike Honua</i> SENSE OF PLACE</p> <p><i>Ike Piko'u</i> PERSONAL GROWTH</p> <p><i>Kuleana</i> PRIVILEGE &amp; RESPONSIBILITY GIVING BACK</p>	<p><b>Culture</b></p> <p><b>In some schools or classrooms</b></p> <ul style="list-style-type: none"> <li>Pacing guides for some courses</li> <li>Professional Learning Communities for some teachers</li> <li>Individual teachers formatively assessed their own students</li> <li>Resources went to individual schools (<i>ko'u</i>)</li> <li>Victim mentality</li> <li>Paper-pencil materials</li> <li>Rigid interpretations</li> <li>Silos</li> </ul>	<p><b>In all nine Ka'ū-Kea'au-Pāhoā Complex Area schools</b></p> <ul style="list-style-type: none"> <li>Pacing guides for all content areas and grade levels</li> <li>Common format for Professional Learning Communities for all teachers</li> <li>All teachers use Common Formative Assessment process</li> <li>Shared resources (It's a "<i>kākou</i> thing")</li> <li>High expectations with personalization</li> <li>Paper-pencil materials and electronic devices</li> <li>Empowered decision-making</li> <li>Synergy</li> </ul>

	January 2011	2012-13 School Year
<p><b>Competencies</b></p>	<ul style="list-style-type: none"> <li>Five schools with Comprehensive School Improvement providers</li> <li>No turnaround specialist</li> <li>Math and English Language Arts (ELA) Coaches at some schools</li> <li>One of nine schools made Adequate Yearly Progress (AYP) for the school year 2010-2011</li> <li>A few Special and General Education teachers implementing inclusive practices</li> </ul>	<ul style="list-style-type: none"> <li>Three schools with Comprehensive School Improvement providers</li> <li>Single turnaround specialist: All schools using the School Synergy comprehensive On-Site School Review process with monthly progress monitoring</li> <li>Teach Implement Perfect Sustain (TIPS) teams at all nine schools                             <ul style="list-style-type: none"> <li>Literacy Coach in ELA Across Content Areas</li> <li>Literacy Coach in Math Across Content Areas</li> <li>Data Coach</li> <li>Student Support Coach</li> </ul> </li> <li>Seven of nine schools made Adequate Yearly Progress (AYP) for the school year 2011-2012</li> <li>121 Special Education and General Education teachers implementing inclusive practices</li> </ul>



	January 2011	2012-13 School Year
<p><b>Conditions</b></p>	<ul style="list-style-type: none"> <li>Seventeen furlough days</li> <li>School waiver days</li> <li>Extended Learning Opportunities for some students at some schools</li> <li>Voluntary summer school</li> <li>No DOE sponsored athletics for middle schools</li> </ul>	<ul style="list-style-type: none"> <li>Eight Directed Leave Without Pay (DLWOP) days</li> <li>Twelve Professional Development (PD) days</li> <li>Extended Learning Time (ELT) for all students at all nine schools</li> <li>Extended Learning Time (ELT) summer school at all nine schools</li> <li>After-school All-Stars at all KKP middle schools</li> </ul>

# What We Did

## Develop & Sustain Systems for...

### Data & Monitoring

- Teach, Implement, Perfect, Sustain (TIPS) team at each school; includes data team process
- Monthly progress monitoring
- Edison eValue monthly benchmark testing
- Instructional Team process and professional learning communities (PLC) common assessment cycle.



### Induction, Mentoring, & Coaching

- Supports for differentiation of instruction/inclusion
- *Kahua* - culture-based education integrated program for Yr. 1, Yr. 2 and Yr. 3 teachers (culture and New Teacher Center)
- Integrated mentoring program for Yr. 1 and Yr. 2 school level mentors (culture & New Teacher Center)



### Extended Learning Opportunities (ELT)

- Extended school day for students
  - One additional hour, four times a week
- Professional Development for educators
  - High Performing Schools
  - Assessment for Learning
  - Framework for Teaching
  - Culture Matters
  - Professional Learning Communities
  - Teaching with Poverty in Mind & Understanding Poverty
  - Co-teaching Academy, High Yield Strategies
  - Educator Effectiveness System
  - College & Career Readiness Protocols

### Literacy for Learning

- Highly qualified and highly effective educators
- Deconstruction of standards
- Pacing guides
- Common formative assessments
- Professional Learning Communities
- Common Core State Standards



### Early Childhood (PK-3)

- Additional preschools created through early childhood subsidies
- Parent workshops (supporting children in school readiness and early literacy for 5 of 6 elementary schools)
- Home-school lending library (book bag) PreK-1
- Support of legislation for Early Childhood Education
- Support for professional development in PreK-1 on reflective & intentional teaching focused on incorporating Developmentally Appropriate Practices (DAP)
- Family-Child Interaction Play Group (Kea'au Elementary & Ocean View Community Center)
- Keiki Steps to Kindergarten
- Leadership Summit for administrators (Pediatric Neurologist, CLASS observation tool, Early Learning Initiative)
- CLASS Observation PD for teachers PreK-1

### Wrap-around Services

- *Ka'a Ho'ōla*, mobile medical van at Ka'ū High & Pahala Elementary providing basic health screenings, referrals, and follow-up supports.
- Community partnerships with HMSA, Bay Clinic, University of Hawaii at Hilo School of Nursing, University of Hawaii at Hilo College of Pharmacy
- Participation in grant research with UH Manoa School of Psychiatry and Hawaii Pacific University School of Social Work
- Hawaii County Economic Opportunity Council
- Language Arts Multicultural Program (LAMP)
- *Hui Malāma Ola Nā `Ōiwi*



### Ensuring Successful Project Implementation

- School student achievement team was created: Teach, Implement, Perfect, Sustain (TIPS)
- RTTT Project Manager- single point person coordinates and calendars complex wide events and professional development
- Continuous Improvement model - Instructional Team process & PLC common assessment cycle
- Continuous, on-going communication via school leads: English Language Learners, Inclusion, Mentoring, Science, Title I, etc.
- Prevention, intervention and post-intervention strategies
- Primary, secondary and tertiary supports
- Complex Area Resource Team and Leadership (CART-L) with subject matter expertise to support schools
- Aligned planning (state-complex area-school-program)

### Response to Intervention

- Student Support Coaches
- American School Counselor Association training to develop a continuum of proactive student supports
- Identification and tracking of students at risk

E lauhoe kākou!  
Let us all paddle together!



## Where We Are Going

### The Journey Continues

- Final year of complex area School Synergy turnaround support
  - Transferring responsibilities from provider to school leaders
- Targeted coaching and mentoring supports for teachers and mentors
- Deconstruction ELA and Math Common Core State Standards (CCSS) for all grade levels
- Deconstruction of Literacy CCSS for all content areas and grade levels
- Expansion of 1 to 1 computer initiative complex area wide
- Phase II of On-Site School Reviews for all nine schools
- Opportunities for Professional Development to build capacity
- Data Systems and Academic Review Team (ART) routines and processes to inform decision making at all levels (complex area-school-classroom)
- Implementation of aligned plans (state-complex area-school-program)



### The Synergistic Effect

- Pacing Guides for all content areas and grade levels will be aligned to Common Core State Standards
- Transitioning to Strive HI Performance System
- Multiple measures to determine student academic progress – Student Learning Objectives (SLOs), Bridge (HCPS III and CCSS) Assessment, American College Testing (ACT)
- Common Core State Standards digital resources



*"We give our students and families hope for a better future by optimizing learning opportunities and strengthening communities."*