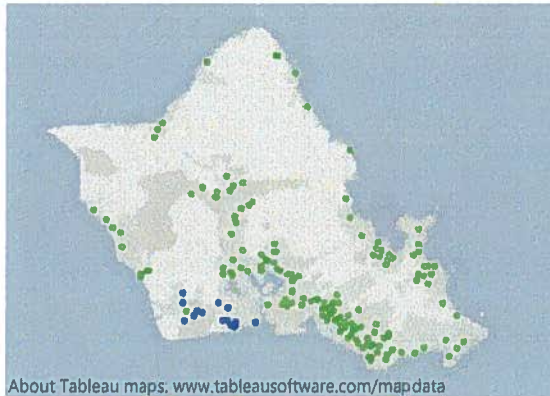


Complex Area Report: Campbell-Kapolei

Number of Schools

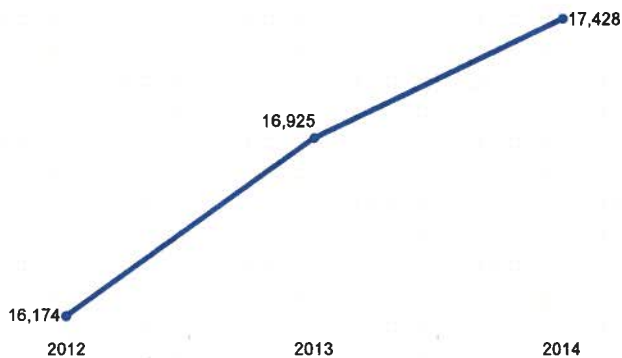


Heidi Armstrong

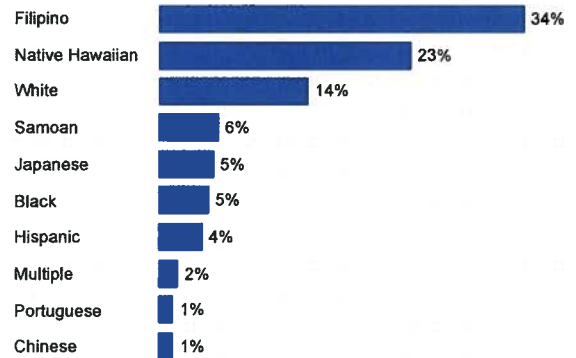
Heidi Armstrong served as Iroquois Point Elementary's principal for six years prior to becoming complex area superintendent for Campbell-Kapolei in July 2012. Armstrong's leadership led to continuous improvements in school performance and quality, as comprehensive supports for students helped boost reading and math proficiency. She began her career with the Department in 1988 as a math teacher at Pohakea Elementary, where she became vice principal in 2000. Armstrong also was the vice principal at Waipahu High from 2001-02. She holds a bachelor's degree in elementary education, and a master's degree in educational administration from the University of Hawaii at Manoa.

■ Campbell-Kapolei
■ Other Schools

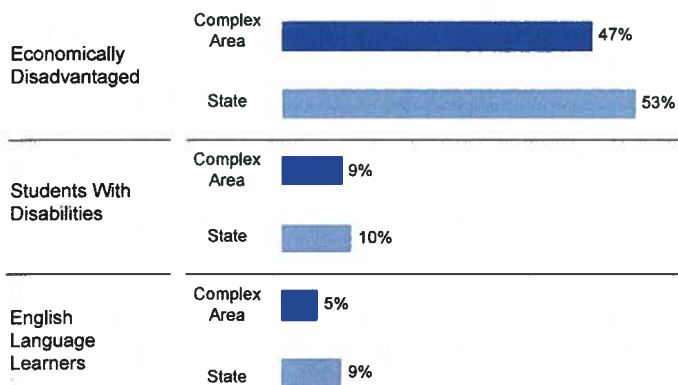
Total Enrollment Over Time



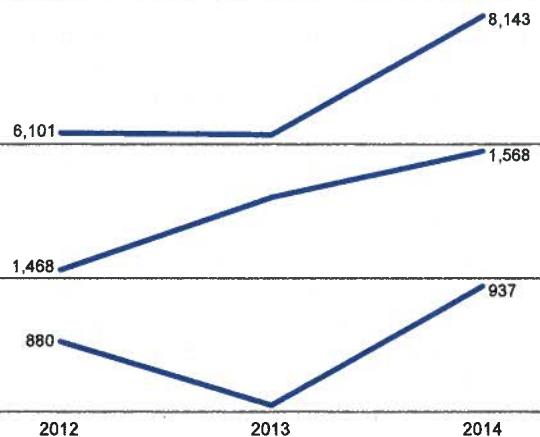
Enrollment by Racial/Ethnic Group Ten Most Common Categories



High-Needs Enrollment by Type



High-Needs Enrollment by Type Over Time

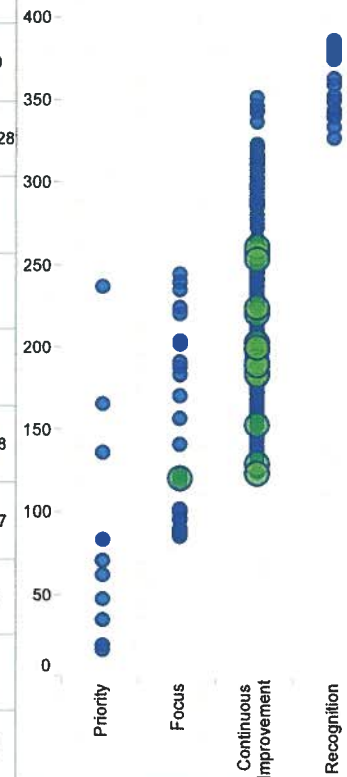


*2014 Data Current as of Late-January 2014

Campbell-Kapolei SY2012-13 Complex Area Report

			WASC Status	Index Score	Teacher FTE	Admin FTE	Math Proficiency	Math Growth	Reading Proficiency	Reading Growth	Science Proficiency	Chronic Absenteeism	Current-Yr Gap Rate	2-Yr Gap Reduction Rate	Median 8th Grade ACT	11th Grade ACT	Graduation Rate	College-Going Rate
High	Campbell High	Continuous Improvement	Accredited	254	190	9	61	68	77	55	24	21	19	12		29	85	56
	Kapolei High	Continuous Improvement	Accredited	225	130	7	43	56	73	52	30	17	47	-3		33	83	63
Middle	Ewa Makai Middle	Continuous Improvement	Accredited	200	51	3	60	46	76	53	23	15	32	6	15			
	Kapolei Middle	Continuous Improvement	Accredited	198	101	5	51	50	72	47	20	17	38	18	15			
	Ilima Intermediate	Continuous Improvement	Accredited	192	61	3	52	42	75	57	26	18	27	29	14			
Elementary	Ewa Beach Elementary	Continuous Improvement	Not Accredited	262	53	3	59	52	76	59	32	15	31	-3				
	Kapolei Elementary	Continuous Improvement	Not Accredited	258	78	4	67	58	72	55	19	14	33	10				
	Pohakea Elementary	Continuous Improvement	Not Accredited	221	37	2	72	54	73	45	29	19	22	28				
	Makakilo Elementary	Continuous Improvement	Not Accredited	203	35	1	67	53	71	50	35	23	36	0				
	Holomua Elementary	Continuous Improvement	Not Accredited	190	84	4	71	46	80	47	58	11	34	4				
	Mauka Lani Elementary	Continuous Improvement	Not Accredited	185	50	2	61	55	67	45	18	22	32	9				
	Iroquois Point Elementary	Continuous Improvement	Not Accredited	184	54	2	71	53	82	44	51	14	24	18				
	Keoneula Elementary	Continuous Improvement	Not Accredited	154	55	3	59	30	77	46	43	13	29	17				
	Ewa Elementary	Continuous Improvement	Not Accredited	130	82	2	45	38	62	52	27	17	34	-25				
	Barbers Point Elementary	Continuous Improvement	Accredited	124	41	2	56	33	75	47	19	24	43	-1				
	Kaimiloa Elementary	Focus	Not Accredited	121	48	2	58	46	63	43	37	16	27	-14				

All Schools Distribution



Why EES? Why the Fuss???

.....because good teachers matter!

"A caring, competent and qualified teacher for every child is the most important ingredient in educational reform." National Commission on Teaching and America's Future 1996

"Basically there's nothing that you can do that is as powerful for raising student achievement as investing in what teachers know and can do." Darling-Hammond 1998

"Everyone who remembers his own educational experience remembers teachers, not methods and techniques. The teacher is the kingpin of the educational experience. He makes or breaks programs." Sidney Hook

"Teachers...are the most responsible and important members of society because their professional efforts affect the fate of the earth." Helen Caldicott

Dear CK Teachers,

As you proceed through the school year, please remember that what you do is the most important job of all. Your action or inaction significantly affects our children, our future. Please care for our children, provide for them an excellent education and never forget that your influence will last a lifetime. Wishing you a successful and rewarding year.



Heidi Armstrong
Complex Area Superintendent
Campbell-Kapolei Complex Area
July 2013

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content & Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessment

Relationships between: **Danielson**
Framework for Teaching, **Tripod 7Cs** &
Standards for Mathematical Practice

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Domain 2: Classroom Environment

2b Creating a Culture of Learning

- CARE: "Your success and well-being really matter to me in a serious way."

2d Managing Student Behavior

- CONTROL: "Our class is orderly, on task and respectful, with learning as our first priority."

2a Creating an Environment of Respect & Rapport

2c Managing Classroom Procedures

2e Managing Physical Space

Domain 3: Instruction

3b Using Questioning and Discussion Techniques

- CHALLENGE: "I insist upon rigor-understanding, not just memorization-and your best effort."
- CLARIFY: "I have multiple good explanations; when you are confused, I will help you understand."
- CONFER: "You must talk with me to help me understand your ideas and support your learning."
- SMP 2: Reason abstractly and quantitatively
- SMP 7: Look for and make use of structure
- SMP 8: Look for and express regularity in repeated reasoning

3c Engaging Students in Learning

- CAPTIVATE: "I make lessons intellectually relevant and stimulating because they are important."
- SMP 4: Model with mathematics
- SMP 5: Use appropriate tools strategically

3d Using Assessment in Instruction

- CONSOLIDATE: "I summarize lessons and check for understanding to make learning coherent."
- SMP 1: Make sense of problems and persevere in solving them
- SMP 3: Construct viable arguments and critique the reasoning of others.
- SMP 6: Attend to precision

3a Communicating with Students

3e Demonstrating Flexibility & Responsiveness

KAPOLEI MIDDLE SCHOOL
EES Implementation Calendar
Lead Facilitator: Mariko Yorimoto

Date	Audience	Purpose	Desired Outcome	Follow-Up Action(s)	Evidence(s)
Prior to 08/05/13	Faculty	Evaluator Assignment	1. Teachers will be notified of who their EES evaluator will be	1. Admin. to notify teachers they are evaluating	Email
08/05/13	Faculty	Danielson Overview	1. Teachers to be trained on Danielson Framework and components 2. Teachers to receive overview of rubrics 3. Teachers receive EES manual	1. Teachers to read over rubric and begin to think about possible date/period of lesson 2. Schedule make-up training session for those who missed	Agenda Email
08/14/13	New Teachers	Danielson Overview	1. Teachers to be trained on Danielson Framework and components 2. Teachers to receive overview of rubrics 3. Teachers receive EES manual	1. Teachers to read over rubric and begin to think about possible date/period of lesson 2. Teachers begin to contact their administrator to schedule 1 st round of Danielson Observations 3. Teachers to begin answering the "Pre Observation" questions in PDE3 4. Admin. to input date and period of observations into PDE3; look over teachers answers to "Pre Observation" questions	Agenda Sign In Sheet Email Sign-Up Sheet
09/16/13	NCTs	Working Portfolio	1. Teachers to be trained and receive information on Working Portfolio components, suggested evidences, and rubrics *see power point handout	1. Teachers to read over rubric and begin to think about/collect possible evidences for each of the five components	Agenda Power Point handout

KAPOLEI MIDDLE SCHOOL
EES Implementation Calendar
Lead Facilitator: Mariko Yorimoto

09/16/13	PDE3 Navigation	Faculty	1. Teachers to receive training and be able to navigate PDE3 site to access Classroom/Working Portfolio sites and online resources (weebly) *see training guide	1. Teachers to attempt to go to site and “play around” or become familiar with tools, resources, and actions	Agenda Navigation Guide
09/19/13	Leadership Team (SIT)	EES	1. Provide in-service training and check with leadership team on EES	1. Leaders to take information back to their departments to provide additional support and answer any questions teachers may have. 2. Leaders to bring back any feedback/questions teachers may have to administration	Agenda Minutes
09/23/13	Faculty	SLOs Overview	1. Teachers to be trained in the components of SLOs – Part I	1. Teachers to work with their departments and look at data to determine what learning goal (standard) will be targeted	Agenda Email
09/24/13	Track Back	SLOs Overview	1. Teachers to be trained in the components of SLOs – Part I	1. Teachers to work with their departments and look at data to determine what learning goal (standard) will be targeted	Agenda
10/03/13	Select Teachers	SLOs Overview Make Up	1. Teachers to be trained in the components of SLOs – Part I	1. Teachers to work with their departments and look at data to determine what learning goal (standard) will be targeted	Email
10/07/13	Faculty	SLOs Writing	1. Teachers to be trained on how to write SLOs – Part II	1. Teachers, after having the Learning Goal section completed, will begin to work on second	Agenda

KAPOLEI MIDDLE SCHOOL
EES Implementation Calendar
Lead Facilitator: Mariko Yorimoto

			<ul style="list-style-type: none"> a. Assess., Scoring, Criteria b. Expected Targets 	<ul style="list-style-type: none"> section of the SLO with their department or alone 2. Admin. to provide further support if needed 	
10/16/13	Track Back	SLOs Writing	<ul style="list-style-type: none"> 1. Teachers to be trained on how to write SLOs – Part II <ul style="list-style-type: none"> a. Assess., Scoring, Criteria b. Expected Targets 	<ul style="list-style-type: none"> 1. Teachers, after having the Learning Goal section completed, will begin to work on second section of the SLO with their department or alone 2. Admin. to provide further support if needed 	Agenda
10/21/13	Data Teams	SLO Writing Support	<ul style="list-style-type: none"> 1. Teachers begin drafting their two SLOs with admin. support 	<ul style="list-style-type: none"> 1. Teachers continue working on SLOs 2. Admin. to be in correspondence with teachers, via email, in person, or by phone, to conduct temperature checks 	Email
10/28/13	Select Teachers	SLOs Writing Make Up	<ul style="list-style-type: none"> 1. Teachers to be trained on how to write SLOs – Part II <ul style="list-style-type: none"> a. Assess., Scoring, Criteria b. Expected Targets 	<ul style="list-style-type: none"> 1. Teachers, after having the Learning Goal section completed, will begin to work on second section of the SLO with their department or alone 2. Admin. to provide further support if needed 	Email
11/04/13	Data Teams	SLO Writing Support	<ul style="list-style-type: none"> 1. Teachers begin drafting their two SLOs with admin. support 	<ul style="list-style-type: none"> 1. Teachers continue working on SLOs 2. Admin. to be in correspondence with teachers, via email, in person, or by phone, to conduct temperature checks 	Email

KAPOLEI MIDDLE SCHOOL
EES Implementation Calendar
Lead Facilitator: Mariko Yorimoto

11/05/13	Data Teams	SLO Writing Support	1. Teachers begin drafting their two SLOs with admin. support	1. Teachers continue working on SLOs 2. Admin. to be in correspondence with teachers, via email, in person, or by phone, to conduct temperature checks	Email
11/07/13	Data Teams	SLO Writing Support	1. Teachers begin drafting their two SLOs with admin. support	1. Teachers continue working on SLOs 2. Admin. to be in correspondence with teachers, via email, in person, or by phone, to conduct temperature checks	Email
11/15/13	Administration	In-Service of EES initiatives	1. Administration to receive in service on timeline, PDE3 (accessing and inputting), and clarification on SLOs by EES Lead	1. Admin. to provide clearer expectations and information to staff to help reduce stress, anxiety, or confusion	
11/18/13	Departments/ Data Teams	Refresher on PDE3 in-service SLOs Review	1. Teachers to receive updated information on SLOs initiatives 2. Teachers to be refreshed on accessing PDE3 for SLOs a. Beginning Conference date b. Approval Date 3. Teachers share and go over their individual SLOs with department	1. Teachers to fine-tune their SLOs 2. Admin. to begin scheduling "Beginning Conference" dates with their teachers 3. Admin. to designate SLO completion date	Agenda
12/11/13	Faculty	SLO	1. Update teachers on	1. Teachers to fine-tune their SLOs	Email

KAPOLEI MIDDLE SCHOOL
EES Implementation Calendar
Lead Facilitator: Mariko Yorimoto

		Clarification	process/steps to take regarding SLOs and PDE3 2. Remind teacher of deadlines	2. Admin. to begin scheduling “Beginning Conference” dates with their teachers 3. Admin. to begin “Approval” process with teachers	
01/06/14 to 01/24/14	Faculty NCT’s	SLO Approval Working Portfolio	1. Teachers will have both SLOs approved by their administrators 1. Admin. will provide clarity or feedback to NCTs regarding their evidences – temperature check	1. Teachers to begin collecting data and working on SLO goals 2. Admin. to continue meeting with teachers and providing support 1. NCT’s to make any adjustments, if needed, to their Working Portfolio	Agenda Email Phone In-Person Email In-Person
01/06/14	Departments	Danielson SLO	1. Teachers will review Danielson components and rubrics 2. Teachers will reflect back on first round for areas of growth	1. Teachers to begin scheduling second round of Danielson observations 2. Teachers to go into PDE3 and answer “Pre Observation” questions	Email
01/13/14	Departments	SLO	1. Teachers will continue to collect data on their SLOs	1. Admin. to provide continued support	Email
01/24/14	Faculty	SLOs Approved	1. All SLOs will be approved	1. Teachers to input “Beginning Conference” dates into PDE3 by today 2. Admin. to input approval dates into PDE3 by today	Email
01/27/14	Faculty	Tripod/Core	1. All teachers to be	2. Teachers to analyze Tripod	Sign In sheet

KAPOLEI MIDDLE SCHOOL
EES Implementation Calendar
Lead Facilitator: Mariko Yorimoto

		Professionalism	trained in Tripod Results and Core Professionalism 2. Jackee, CK EES EO, to facilitate training.	results 3. Admin. to use teacher reflections to develop long term PD plan	
01/29/14	Teachers	PDE3 Training	1. Teachers needing extra support in uploading into PDE3 will receive it	1. Teachers to upload SLOs into PDE3 2. Admin. to approve all teacher SLOs	Email Sign In sheet
01/30/14	Teachers	PDE3 Training	1. Teachers needing extra support in uploading into PDE3 will receive it	1. Teachers to upload SLOs into PDE3 2. Admin. to approve all teacher SLOs	Email Sign In sheet
01/31/14	Faculty	Danielson	1. Teachers and admin. to set second round of Danielson observations	1. Teachers to go into PDE3 and answer "Pre-Observation Questions" 2. Admin. to go into PDE3 and set date and times of observations, read teachers "Pre-Observation" answers	Email
02/10/14	Faculty	SGP	1. All teachers to be trained in how SGP is calculated and impacts their EES rating 2. Jackee, CK EES EO, to facilitate training.	1. Admin. to be available to answer any questions teachers may have following the conclusion of this training.	Sign In Sheet
02/14/14	Track Back	Tripod/Core Professionalism	1. All teachers to be trained in Tripod Results and Core Professionalism 2. Jackee, CK EES EO,	1. Teachers to analyze Tripod results 2. Admin. to use teacher reflections to develop long term PD plan	Sign In Sheet

**KAPOLEI MIDDLE SCHOOL
EES Implementation Calendar
Lead Facilitator: Mariko Yorimoto**

[illegible]

Campbell-Kapolei Complex

Attendance Report from LDS Quarterly Report

School Year 2013-2014

School Name	End of Qtr.1 10/4/13	Mid Qtr.2 11/13/13	End of Qtr. 2 1/6/14	Mid. Qtr.3 2/6/14	End of Qtr.3 3/25/14	Mid Qtr. 4	End of Qtr. 4
Barber's Pt.	95.75%	94.71%	93.48%	94.34%	93.64%		
Campbell High	95.34%	94.71%	93.71%	94.05%	92.90%		
Ewa Beach	95.61%	95.20%	94.24%	94.74%	94.37%		
Ewa Elem.	95.93%	95.43%	94.78%	95.04%	94.06%		
Ewa Makai Middle	96.80%	96.61%	96.12%	96.10%	94.92%		
Holomua	96.21%	96.02%	95.64%	95.87%	95.24%		
Ilima Int.	96.30%	95.07%	94.38%	94.76%	94.01%		
Iroquois Pt.	95.35%	95.17%	94.51%	94.77%	93.94%		
Kaimiloa	96.51%	96.05%	95.75%	95.85%	95.41%		
Kapolei Elem.	95.45%	95.33%	95.11%	95.24%	94.88%		
Kapolei High	95.55%	94.46%	94.27%	94.18%	93.18%		
Kapolei Middle	95.26%	94.83%	94.58%	94.64%	94.24%		
Keone'ula	96.79%	96.25%	95.50%	95.93%	95.59%		
Makakilo	95.95%	95.39%	94.52%	94.92%	94.15%		
Mauka Lani	96.32%	96.03%	94.90%	95.22%	93.98%		
Pohakea	96.09%	95.80%	94.73%	95.11%	94.50%		
Campbell and Kapolei 95% attendance goal	16 out of 16 schools met the 95% attendance target	11 out of the 16 schools met the 95% attendance target	5 out of the 16 schools met the 95% attendance target	8 out of 16 schools met the 95% attendance target	3 out of 16 schools met the 95% attendance target		

Campbell Kapolei Schools Attendance Summary for School Year 2013-2014

updated March 2014

Most common reasons for chronic absences in elementary schools:

1. Illness (sometimes chronic illness may turn into a 504 or Home Hospital case)
2. Family Trips (vacation, military family)
3. Child care issues (siblings taking care of other siblings, parents are unable to pick up child from school due to employment reasons)
4. Personal (family issues, shelter/homeless, emergency situations, multiple children not in school)

Most common reasons for chronic absences in secondary schools:

1. Truancy/class cutting to hang out with friends
2. Babysitting younger siblings
3. Drug use
4. Failing academically or academic reasons
5. Runaways

Most common interventions for both elementary and secondary schools:

TIER1:

- Campbell-Kapolei Complex Attendance Policy
- School Attendance Policy
- State automated phone call system
- Teachers initiated phone calls
- Letters initiated by teachers
- Counselors follow up counseling students
- Letters initiated by counselors
- Positive Reinforcements/Incentives:
- Attendance awards/assemblies

TIER 2:

- Counselors and clerk assistants follow up with contracts with students
- Counselors follow up phone calls
- Parent-Teacher-Counselor conference
- School consult with school social worker
- Look into alternative class/academic placement or program in secondary schools

TIER 3:

- Saturday School

- Home visits
- Social Worker initiating Educational Neglect Petition for elementary school students
- Court Petitions for secondary school students
- Referral to outside services or other alternative programs outside of school

Concerns:

- State automated phone calls may be calling a non-existing number and unless parents notify the school about the change, the school will continue to call old numbers.
- Students may get home before the parents and erase any automated voice messages
- Parents enable reasons for absence such as using illness as an excuse
- Parents employment does not allow to arrange for child care
- Some families may have multiple children in the same school who are chronically absent due to family issues.
- Legal ramifications for requiring parents to produce doctor's note for illness of more than 3 days?
- Kindergarten – child is not mandated to attend school unless they're age 6.

Note:

- Family trips count towards the "red" or the chronic absentees because of the number of days absent but it does not necessarily mean that students are academically challenged. Some students, depending on ability, are able to catch up with academics and bridge instructional gap while on trips but for those who are academically struggling will possibly have a wider academic gap.

Recommendation:

Schools to look into developing more programs for parents

Schools to coordinate community/parent program (Adult literacy, parenting classes)

Court to implement more effective sanctions

Alternative programs (for secondary schools)

Complex Area Report: Campbell-Kapolei

Complex Area FTE: Educational Officers: 59

Teachers: 1171

6 Priority Strategies

Comments

Common Core State Standards	Comments
	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • All K-12 math teachers attended 3 days of professional development focusing on the Standards of Mathematical Practices and Math Workshop Model. • All math coaches attended 2 days of train-the-trainer professional development focusing on supporting teachers on implementing the Standards of Mathematical Practices and Math Workshop Model. • All 16 schools in the CK complex completed their Pearson walk through visitations culminating with each school engaging in discussion regarding next steps for improved implementation of the 8 Standards of Mathematical Practices and workshop model. • All ELA and Math Coaches were introduced to: <ul style="list-style-type: none"> - Instructional Practice Guides to support the CCSS Continuum - CCSS Resources - SBAC Updates and Resources <p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • All K-12 math teachers will attend 1 more day of professional development focusing on the Standards of Mathematical Practices and Math Workshop Model • All math coaches will attend 1 more day of train-the trainer professional development focusing on supporting teachers on implementing the Standards of Mathematical Practices and Math Workshop Model • All Curriculum Coordinators will participate in a complex area PLC on March 27 focusing on supporting teachers with Common Core in ELA and Math • Pearson Math Director Shelley Nichols will work with SRS Christopher Bonilla to conduct additional school site visits on March 24. School visits will help address fidelity and sustainability. • Ms. Nichols will meet with CK principals on March 28 to provide sustainability "look fors" for SY 2014-2015. <p>School Accomplishments</p> <ul style="list-style-type: none"> • 100% of CK schools completed 1 day of walk-throughs observing the implementation of the Standards of Mathematical Practices and Math Workshop Model • 7 out of 16 schools received professional development on the ELA shifts and Achieve3000 • 4 out of 16 schools received professional development on how to

Common Core State Standards (continued)	<p>increase rigor in math by focusing on the Depth of Knowledge and SBAC assessment items</p> <p>School Next Steps:</p> <ul style="list-style-type: none"> • 7 out of 11 schools will receive training on Reading Wonders by the end of the 2013-2014 SY • Create pacing guides for SpringBoard and Reading Wonders for the 2014-2015 SY • Schedule 1 day of walk-throughs observing the implementation of the Standards of Mathematical Practices and Math Workshop Model by the end of the 2013-2014 SY
Comprehensive Student Supports/ RTI	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • All CSSS/RTI accountability leads and RTI school cadre members (Administrator, Counselor, Curriculum Coaches, School Services Coordinators, General Education Teacher, Special Education Teacher) were provided and given support on: • Universal Screening, Progress Monitoring and Response to Intervention Tiers 1, 2, and 3 • Monthly/Quarterly Counseling Meetings focusing on Attendance, Academic, Behavior, Course Marks • Complex wide training on Longitudinal Data System, eCSSS and Early Warning • 100% of Complex Area Schools have chosen a Universal Screener to implement in the 2014-2015 School Year. <p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Three more Response to Intervention cadre work days are scheduled between now and the end of the year to work on Universal Screener Implementation Plan, Tiers of Support that target student needs. • 504 trainings scheduled to support Counselors and SSCs as 504 care coordinators. • Universal Screener piloting during second semester. • Comprehensive school Counseling Program Framework Aligned with the American School Counselors Association to address student needs will be developed. • Exploring Character Education Programs K-12. <p>School Accomplishments:</p> <ul style="list-style-type: none"> • 10 of 16 schools have increased the <u>Marks Indicator</u> for second quarter according to the Early Warning System. • 11 of 16 schools have increased the <u>General Learner Outcomes</u> for second quarter according to the early Warning System. <p>School Next Steps:</p> <ul style="list-style-type: none"> • Plan for Universal Screening Implementation for School year 2014-2015.

Comprehensive Student Supports/RTI (continued)	<ul style="list-style-type: none"> • Revisit RTI tier structure to support Universal Screening Student needs. • Look for additional Attendance Support Programs.
Formative Instruction / Data Teams Process	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • Complex Argument Writing Training ~ Conducted an intensive training integrating Common Core, Data Teams and Formative Instruction. SY 12-13– Conducted 5 sessions per grade level (4, 5, 7, 9 & 10), SY 13-14 3 sessions (Grade 6) • Provide training and support for all Complex Curriculum leads in the Written Argument, Data Teams and Formative Instruction • Servicing 4/16 schools to provide individualized training & support for grade level Data Teams. This model is proving to have lasting impact in implementing and sustaining data teams. Training includes: <ul style="list-style-type: none"> ▪ Providing training Common Core support in Writing and Math to develop a common understanding of Common Core Standards (Deconstructing Standards) ▪ Developing criteria for Standard ▪ Developing Common Formative Assessments ▪ Analysis of student work ▪ Training & providing teachers with teaching strategies ▪ Developing sound Data Teams ▪ Helping teams monitor the implementation of instructional strategies • Embedding SLO support and connection within Data Team training to help teachers see how Data Teams can support SLOs <p>Complex Next Steps:</p> <ul style="list-style-type: none"> • Working with 3 additional schools to provide individual supports in Data Teams and Formative Instruction. <ul style="list-style-type: none"> ▪ Providing training Common Core support in Writing and Math to develop a common understanding of Common Core Standards (Deconstructing Standards) ▪ Developing criteria for Standard ▪ Developing Common Formative Assessments ▪ Analysis of student work ▪ Training & providing teachers with teaching strategies ▪ Developing sound Data Teams ▪ Helping teams monitor the implementation of instructional strategies ▪ Continue to monitor schools who received direct services ▪ Building awareness around looking at multiple measures to determine

Formative Instruction/ Data Teams Process	<p>success</p> <ul style="list-style-type: none"> ▪ Provide training and support around Formative Instruction focusing on student involvement <p>School Accomplishments:</p> <ul style="list-style-type: none"> ▪ 16/16 (100%) of all CK Schools rate at a level 2 or higher on DT/FI Continuum ▪ Keoneula Elementary ~ Provided 3 training sessions per grade level. Training focused around CCSS Math and Data Teams. Data Teams documents show teams are now making instructional decision around formative assessment data. Curriculum Leads attended sessions with Data Teams and co-facilitated training. Coaches are now prepared to support Data Teams with minimal support from District Resource Teachers ▪ Ewa Elementary ~ Resource Teachers co-facilitated with Grade-Level Support (GLS) to train 100% K-6 Teachers in Argument Writing, Data teams. And Formative instruction. GLS team continues to support their grade level Data Teams with some assistance from District Resource Teachers ▪ Ilima Intermediate has functioning data teams focused around Critical Reading Strategies. Ilima's Curriculum support team is the driving force in the advancement in Data Teams. District RT's continue to provide support as needed <p>School Next Steps:</p> <ul style="list-style-type: none"> ▪ 100% of CK schools will continue to provide the structure and time to support Data Teams & Formative Instruction
Education Effectiveness Systems	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • Coordinated Complex Area Danielson Full Certification for all Campbell/Kapolei Educational Officers (3 day training and certification test) March 14, 20, 21 and April 23,24,25. • Surveyed all teachers and administrators at the end of first semester to identify areas of support needed for second semester. Based on the complex area mid-year survey, we created teacher resources such as an EES checklist, EES timeline, and Complex Area monthly Newsletter that provide additional supports for the teachers. • Facilitated individual school training for Core Professionalism, Hawaii Growth Model, and Tripod unpacking school/teacher data.

<p>Education Effectiveness System (Continued)</p>	<p>In addition, student learning objective (SLO) writing sessions were conducted for every school to aid teachers with EES, especially with the SLO process.</p> <p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Continue to work with administrators and teachers to provide support and professional development with EES. • Utilize Complex Area data to continue to identify targets needs of support within our schools. <p>School Accomplishments:</p> <ul style="list-style-type: none"> • 15 of 16 schools completed 100% of teacher observations. • 16 of 16 schools have student learning objectives uploaded into PDE3 with administration approval. • 16 of 16 schools participated in Tripod survey administration and unpacked the data with their staff. • 16 of 16 schools have been provided Core Professionalism and SGP professional development either from EES EO, EES RT, or administration. • 100% of administrators participated in a Danielson Quality Review Professional Development that focused on calibration of evidence. <p>School Next Steps:</p> <ul style="list-style-type: none"> • Implement SLOs and collect student data. • Continue to work on calibration of evidence collection for Danielson. • Attend Danielson Full Certification training and SLO calibration training.
<p>Induction and Mentoring</p>	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • 100% of our beginning teachers are paired with mentors. 152 beginning teachers (yr. 1 & 2) are supported by 2 district mentors, 85 school-level mentors, 1 MUSE mentor (UH) and 1 TFA mentor. • 19 beginning teachers (yr.2) are participating in the eMSS program (e Mentoring for Student Success online mentor pilot). Our annual program activities include Orientations, PLCs, Forums and Network sessions for both beginning teachers and mentors – participation includes all 16 complex area schools. <p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • We are working to ensure a 100% completion rate by all stakeholders (Admin, Mentors, Beginning Teachers) on End-of-year Induction and Mentoring survey.

Induction and Mentoring (continued)	<ul style="list-style-type: none"> • We continue to coordinate recommended NTC Mentor training for new mentors to build capacity. • We intend to build mentor capacity for Math / SPED. • We are in the process of developing a tool to measure program impact. <p>School Accomplishments:</p> <ul style="list-style-type: none"> • 100% of our Beginning Teachers (yr.1 & 2) are linked to an instructional mentor. <p>School Next Steps:</p> <ul style="list-style-type: none"> • We will recruit teacher mentors to build capacity. • We will provide protected time for mentors and beginning teachers to meet weekly.
Academic Review Teams	<p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • 100% of schools have ART routines with identified accountable leads for all priority areas. • 100% of the schools have evidence of operating at a Level 2 on ART continuum. • Utilize the ART status reporting system quarterly (Ex 5) to measure effectiveness of priority plans implementation. • Drafted complex area plan for SY14-15. <p>Professional Development/Capacity Building:</p> <ul style="list-style-type: none"> • Trained complex area staff, administrators and accountable leads on the ART process. • Have sharing of best practices of strategy implementation at principal PLC. • Articulated 7 CAST strategy plans and determined needs/key outcomes for teacher professional development. • Dispatched CAST resource teachers to support accountable leads in understanding of priority strategy, continuum, and facilitation of implementation at school via variety of venues modeling, forums, or one-to-one support. • Provided Academic Plan orientation training to administrators and provided plan writing support sessions for administrators and accountable leads. • Provided LDS, STRIVE HI, and data analysis training for administrators and RTI cadres. • Provided differentiated pressure and customized support for schools based on evidence of continuum movement quarterly. • Continue to support accountable leads to pull and review data.

<p>Academic Review Teams (continued)</p>	<p>Systemized field assessment quarterly data collection.</p> <ul style="list-style-type: none"> • Designed continuum Level 3 possible evidence resources and data collection per strategy. • Created shared portfolio system for collaborative evidence collection and communication between complex area and school. • School accountable leads report quarterly to CAS. • Review multiple measures of services provided per school, continuum evidence, and perceptual field assessment data to determine appropriate pressure/support per school. • Continue to review data per strategy to support accountable leads • 3 out of 7 priority areas initiated evidence identification and calibration activities to support accountable leads <p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Develop coordinated training integrating priority strategies (3 modules outlined). • Train all CAST and related strategy resource teachers in providing the integrated professional development modules. • Offer general facilitative leadership training and resources for accountable leads. • Plan and project further accountable lead support sessions. • Revisit 6 implementation plans for revision and course correction. <p>School Accomplishments:</p> <ul style="list-style-type: none"> • 100% of schools are making progress on State Implementation Continuums. • Able to provide evidence to justify identified school status on 7 continuums. • Accountable leads able to participate the ART process and systematize ART routine. • Practicing collaborative leadership and empowering teacher leaders. • Aligning of current AcFin plan enabling activities to the 7 priority strategies. <p>School Next Steps:</p> <ul style="list-style-type: none"> • Use Quarter 3 continuum evidence results to • Continue to build internal capacity through accountable leads to implement the 7 priority strategies. • Review data and conduct needs assessment to develop SY1415 targets and Academic Plan.

Priority Community Issues

Groundbreaking for the new Kapolei II Elementary School is set for April 2, 2014. The school will be completed and open to welcome students in school year 2015-2016. Community meetings to determine the school boundaries will begin in May 2014.

The charrette process for the new Kapolei II Middle School will begin in August 2015. A contractor has been selected in February 2014. The proposed opening will be in school year 2016-2017.

Additional Information/Data

Complex Area

Comments

Unique and Distinctive Programs

- International Baccalaureate Program (3 schools)
- Advancement Via Individual Determination (AVID) (16 schools)
- Ka Pilina Project – Middle School (3 schools)

Highlights

Complex-Wide Attendance Policy

The Campbell and Kapolei Complex Area Schools implemented a complex-wide Attendance Policy during the School Year of 2013-2014. This policy was created during regularly scheduled Counselor meetings as we were looking for large scale changes to implement during this school year. An Agenda topic for our Counselor Meetings was to share school-wide attendance supports and find resources that would help with attendance at the school level. We tracked the 95% goal for each school on a monthly basis. Our schools hovered near or above the 95% mark for the school year.

At the start of School Year 2014-2015, we recognized the need for our schools to become adept at gathering relevant data. The Complex Area RTI RTs with the assistance of Cheryl Sato and Dave Moyer, trained our Counselors and Response to Intervention Cadre members with the Early Warning System and Longitudinal Data System. Our Counselors soon realized that we needed to focus on the individual students who were our Chronic Absentee population. It was discovered that in the Elementary Schools, the chronic absentee students were from grades K-2. We found that these students were either sick or on vacation. The implication is that those students have developed gaps in their learning that may impact the

Highlights (continued)	<p>academic achievement measured by state tests scores beginning in the third grade. In our secondary schools, the chronic absentee students were involved with drugs. We have found outside community resources that can assist our chronic absentee students such as Hale Kipa that offers counseling sessions to support the school level counseling currently provided to students.</p> <p><u>P.E and Health</u></p> <ul style="list-style-type: none"> • Fitness Assessment implemented at all secondary schools • Use of Technology - Data collection for Fitness Assessment using ipads • Kapolei Elementary and Makakilo Elementary Wellness award banner recipients • Ewa Makai Middle School HPE Department presenting at 2014 AAHPERD National Convention, (1st ever for Hawaii) • Structured recess implemented in 6 elementary schools <p><u>Visible Learning</u></p> <p>Complex Area Accomplishments:</p> <ul style="list-style-type: none"> • Started Visible Learning Professional Development for 2 schools (Focus School and former Focus School); Jan. 23, Jan. 24 • Provided Resource Teacher support to these schools to complete required follow up tasks before the next PD; March 27 <p>Complex Area Next Steps:</p> <ul style="list-style-type: none"> • Provided Resource Teacher support to these schools to continue the Visible Learning process and practices <p>School Level Accomplishments:</p> <ul style="list-style-type: none"> • Attended the Visible Learning Foundations and Evidence into Action Day One PD's (Focus School and a previous Focus School) • Identified a "leadership team" that will attend all of the PD's and lead the schools in implementing Visible Learning practices at their schools <p>School Level Next Steps:</p> <ul style="list-style-type: none"> • Attend the next PD on March 27 to learn how to use the baseline data for developing and implementing a plan of action • Use baseline data and evidence to plan, do, check, act
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Highlights (continued)

- Build capacity by the “leadership team” that has attended PD’s thus far
- Provide PD at the beginning of next year for teachers that have not attended this year
- Use the Visible Learning process and practices to support the Priority Strategies and increase student achievement

Ewa Makai Middle School Leeward District Science Fair Winners in February 2014

Congratulations to the eleven 7th grade students who placed in the following categories:

- 3rd place Overall
- Top 9 Finalist Honorable Mention, Best in Category Behavioral and Social Sciences
- Top 9 Finalist Honorable Mention, Best in Category Behavioral and Social Sciences
- Best in Category Energy and Transportation
- Best in Category Energy and Transportation
- 2nd Place Display
- 2nd Place Display
- Best in Category Animal Sciences
- 1st Display
- 3rd Display
- 3rd Display

Ewa Makai Middle School VEX IQ Team Members, Composed of Seven 7th and 8th Grade Students Compete in the State Tournament in February 2014**Ewa Makai Middle School Winner at the Leeward District Spelling Bee**

An Ewa Makai School 8th grader won 2nd Place and will move on to the state Spelling Bee competition

Kaimiloa Elementary School Achieve 3000 Achievement Awards

A 4th grade student has won this award for her exemplary usage of Achieve3000 Solutions by completing 288 sessions with a minimum average score of 75%

Ilima Intermediate School 3Rs Project for Campus Beautification

Thanks to Ilima Intermediate School volunteers with the help of 50 Central Pacific Bank employee volunteers, this project was successful to create an appealing front entry way to the school by landscaping with grass and plants.

Ilima Intermediate School 8th grade Student has Qualified for the State Geography Bee to be held on April 4 at the Blaisdell Center

Highlights (continued)

Ilima Intermediate School 7th and 8th graders have Participated in the UH Engineering Competition

A group of 7th and 8th graders placed first in the Chocolate Solar Cooker contest and 2nd place in the Marshmallow Launcher competition and Egg Drop competition. Students also participated in the Popsicle Bridge, Brushbot and Paper Column competitions.

Iroquois Point Elementary School Winner at the Leeward District Spelling Bee

The 1st place winner is a 5th grader who represented the Leeward District at the state Spelling Bee competition on March 22, 2014.

Iroquois Point Elementary School Competes in the Play Smart Hawaii Show

It's on to the quarter finals for five hard working 5th graders of Iroquois Point Elementary. They will compete against Red Hill Elementary, which will be televised on April 8, 2014.

James Campbell High School Students Excel at the 29th Annual Leeward District High School Science & Engineering Fair

- Science Agency Award Winners – 9 students
- Best of Category Award Winners – 5 students
- District Grand Award Winner – 1 student

James Campbell High School is the Only School in Hawaii to Offer Arabic as a World Language

The course is a partnership with the One World Now organization supported by the Qatar Foundation and students receive a World Language credit for successful completion of the course.

James Campbell High School AVID Highlights

- For the third time, JCHS has achieved AVID Demonstration School status
- At this year's AVID Summer Institute, a JCHS student was selected as a student speaker. This person is the fourth student speaker from JCHS to receive this honor in the last ten years.

Kapolei Middle School Students Excel in Art

Kapolei Middle School art students have placed in over 50 contests.

Kapolei High School Student Receives a Grant From Leeward Community College

A special grant was awarded to a KHS 12th grader from LCC through the Office of Continuing Education and Workforce Development (OCEWD) for

<p>Highlights (continued)</p>	<p>free tuition/books/materials for the Nurse Aide Training program. This student will graduate as a Certified Nurse Aide and will further her education in Georgia to earn a BA/MA in Nursing.</p> <p><u>Two Students (Grade 9 and 10) Kapolei High Students Qualify for the National History Bee on April 25 – 27 in Washington, D.C. and Alexandria, VA</u></p> <p><u>Kapolei High Students Win a Gold Medal at the State FCCLA Conference and Move on to the National FCCLA Conference</u> Receiving a gold medal for their project, <i>Aina Bites, Hawaii Power Cookies</i>, two 12th grade students will now be entered in the Food Innovations competition at the National FCCLA Conference in San Antonio, Texas in July</p> <p><u>Kapolei High School Achieve3000 Achievement Awards</u> A student has been chosen to be recognized for consistently using the program and making great gains in her reading level.</p> <p><u>Kapolei High School Seniors (6) State HOSA (Health Occupations Students of America) Move on to the HOSA National Leadership Conference</u></p> <ul style="list-style-type: none"> • First Place in Physical Therapy • First Place in Nurse Assisting • Third Place in Public Service Announcement, Child Hunger Ends Here (group of 4 seniors) <p><u>Keoneula Elementary Achieve3000 Achievement Awards</u> This hardworking 6th grader was chosen to receive a Literacy Achievement Award to be presented at the Achieve3000 Hawaii Literacy Leadership Conference on March 6, 2014 at the Hilton Hawaiian Village. He completed 373 sessions on Achieve3000 solutions with a minimum average score of 75%</p>