



“Waimea Middle School empowers all students with the skills, values and cultural understanding to successfully navigate high school and beyond.”

| | |
|-------------------------|---|
| Meeting Title: | WMS Local Advisory Panel (LAP) - FINAL – Approved 4/27/15 |
| Date & Time: | 4:30-6:30 pm, Mon., March 23, 2015 |
| Members Present: | <p>Community Reps: Colin Miura, Keawe Vredenburg, Jane Sherwood, Owana Wilcox</p> <p>Family Reps: Lori Bergin</p> <p>Student Reps: Selection in progress</p> <p>Certificated Reps: Nau’i Murphy, Jade Bowman</p> <p>Classified Reps: Lori Ching</p> <p>WMS Admin: Amy Kendziorski, Patti Cook</p> <p>Ho’okako’o Board: Joe Uno, Ken Fischer, Barbara Kalipi</p> <p>Ho’okako’o Staff: Dr. Megan McCorriston</p> |
| | <p><u>Guests:</u></p> <p>Community Members: Gail Gimbel, Pam Potter</p> <p>Family Members: Rhonda Bell</p> <p>Certificated Staff: Janice English-Somerville, Pat Rice, Tina Benson</p> <p>Ho’okako’o Staff: David Gibson</p> <p><u>Excused:</u></p> <p>Community Rep: Patrick Hurney</p> <p>Family Rep: Marcie Neubecker, Elsie Mijjena</p> <p>Certificated Rep: Cherise Mundon</p> <p>Classified Rep: Bernie Marsh</p> <p>Student Advisor: Eunice “Laz” Lazarus</p> |

Continued
on next
page...

WMS Local Advisory Panel (LAP) - Meeting Minutes – March 23, 2015 – FINAL

WMS Local Advisory Panel (LAP) – Meeting Minutes – March 23, 2015

Colin called meeting to order at 4:35 pm. Patti Cook confirmed quorum.

Jane Sherwood moved to accept minutes. Keawe Vredenburg seconded, and motion carried.

Colin officially welcomed Owana Wilcox as a community representative LAP Member. He then asked if anyone in the community wished to address the group – no one asked for time as permitted by ByLaws.

WMS Leadership Transition and Islander Institute – Dr. Megan McCorrison

Megan said that during Spring Break, Principal Matt Horne requested immediate leave, so it is official that Amy is the new Interim Principal through the end of the 2015-'16SY. HC will approve a VP to support school initiatives.

Re: Islander Institute - HC met with them for strategic planning to build from a foundation of trust and understanding about what we want/expect for the students, getting EVERYONE involved: students, faculty, parents, administration, community, LAP. Everyone would have a voice to establish a relationship, with students as the number one priority. It's important to determine whether or not there is alignment among everyone for definition of success and measurements between community, board, WMS, HC. Megan acknowledged the request from the previous meeting for clarity regarding HC's expectations as the governing board. This can be discussed by collecting data from each participating segment over time. Start one school at a time, with WMS as the first of three schools.

Megan reiterated Andrew Aoki's group will be seeking candid responses, within a safe environment. What does leadership, governance at the school look like, what are the goals?

Ken, Colin, and Amy are looking to begin discussions around April 1. It was discussed how Islander was to collect the information: establish intent, process, purpose, based on comfort levels: working individually or small groups, e.g., by grade level, departments. It was important to get information regarding perceptions from other groups outside school/education, like community partners and people in the community who don't have children in the school. There is a need to also include student input and to see the school "in action."

The question was raised as to what was the goal for this process? Island Institute was contracted to gather this data and present their findings to HC from all three schools, regarding perceptions from all source groups and to assess communication between them as a benchmark measure. This will enable HC to understand what is needed moving forward to develop and further the strategic plan: to see where we are now and make revisions for HC to do their job better and provide better support. Moving forward on Accreditation is a driving force with communities' core values and relationships in mind. The understanding is that by using this process of engagement, HC helps everyone do their jobs better and that this study will provide an opportunity for interfacing and build on relationships. This was a response by HC to its schools having a voice in HC Strategic Planning process.

Regarding Accreditation, where is the connectivity between HC and the Strategic Plan? Megan said the governing board must have familiarity with all the facets of the school's Accreditation plan, or, how do you hold the school accountable and how do you monitor the school's progress? HC feels they are in alignment with their current Strategic Plan (2012-2015): the focus is on instruction and student learning and the school is on course. New plan will take its cue from the discussions generated through Islander Institute's school/community discussions.

What is our goal? No one wants to be involved in micromanaging the schools. Communications and conversations need to establish a common goal through all participants. We are all about students, their welfare and achievement, and now we must all align ourselves to be driving in the same direction: one school, three schools, HC.

Megan brought up that there was a change in 2012 plan midstream. She admitted communications at that time were not the best: KS funding was lost the next year; the relationship between HC and KS was changed by the Legislature; and

WMS Local Advisory Panel (LAP) - Meeting Minutes – March 23, 2015 – FINAL

HC experienced an identity crisis re: culture vs. Hawaiian based. Questions were raised. There was a change in law re: charter schools. First and foremost, it is necessary to find out what the schools want, and how do we envision student success? Clearly you cannot fix anything if we don't know what the issues are.

We are not starting over, but using the Accreditation documents as a starting point, and see how they are used with the understanding that we are ALL on the same side, and work toward the same goals. All three schools/communities are alike in goals, putting the students first. But, how do we define "US"? What are our responsibilities? What measures do we hold ourselves to? Does each school fit into that answer? Do you want it, is it right, is it good? Accreditation raised the question: should we be DOE or HC? No one knows what it might look like or what it would mean with new charter requirements, new laws, new KS requirements. That will help us define what "us" is.

It was suggested to not only look at 3 schools. Staffs are dedicated to charter innovation. We need to add independent mana'o in the mix. Define who we are, decide if we identify with schools who've chosen to partner with HC. We need a starting point. What if there are changes? What should be done by schools and how does HC support that? HC is governing organization and we need to know what guidance they provide.

Megan reiterated that we don't know what will be said in these meetings. We need to find out what works for us and what doesn't, and what your feelings are as a starting point, and then go on from there.

Interim Principal's Update

Celebrations: Amy started by bringing up the questions regarding measurements on student growth and performance. We have HSA and STAR math and reading scores available; lots of measurement tools and data. What other measurement tools do we need to create or look at?

Social Studies Literacy & Common Core State Standards

Tina Benson, WMS' Student Services Coordinator, shared the Social Studies' departments focus on literacy in alignment with the new Common Core State Standards. Tina explained that Social Studies teachers are expected and agreed to incorporate reading and writing (literacy skills) into class work. A packet of information with a student exemplars was shared.

Tina explained working with other social studies teachers to tackle common core reading and writing in an "immersion unit" for three to four weeks. The goal was to immerse student into a particular area with questions: 6th grade: ancient Greece; 7th grade: Hawaii and Pacific history; 8th grade: Bill of Rights and amendments.

Using Title I funds, the school purchased a variety of resource materials on the testing of the Atom bomb in the Marshall Islands – books, movies, etc. and she also researched news articles from 70's re: Bikini island events. Books purchased were 2nd through 5th grade reading level to have something available for every student's reading level. She had to hunt down sources so kids had access to the information. The purpose was to mix traditional lessons with reading and writing to build vocabulary and create context for what they are reading about – to create background knowledge within the topic.

Reading strategies for 6th and 7th grade were developed. For example, in non-fiction you NEED to understand all vocabulary. Imagining pictures in their heads is less easier in non-fiction than fiction. It is important to know purpose for reading material.

Students were asked to summarize what was read to help develop writing skills. Had the students write structured five sentence paragraphs. Kids worked in groups of four and shared their information. Good readers ask questions, so they are encouraged to develop questions. The most difficult step is evaluation of the material to develop critical opinions to be used to assess if students understand what was read. Start with a sentence, then a paragraph, then a paper.

Packets included material produced by kids, not edited, pre-post evidence from text to be incorporated into the page added to spring exercise. The students worked hard and on their own. On Pg 14 are her reading scores. You see how

WMS Local Advisory Panel (LAP) - Meeting Minutes – March 23, 2015 – FINAL

they spill over to other subject matter. Percentile ranks show standing among peers. Example papers: Student 2 had lots of background info on monarchy material. Students did improve somewhat in percentile rank. Incorporating background materials helped the students gain confidence and know their material.

Owana asked about interactions between Marshallese students and others. Tina said there was tension. Comparisons were made to Hawaiians: Why are they here? Because they didn't have anywhere else to go! And now, how all stories include EVERYONE!

Cherise and Catherine will be continuing the National History Day Projects. One of the books students are using, "Bombs Over Bikini," was written by one of the school student's grandpa.

Thanks to Tina for sharing this – her report was well done.

Students' Academic Progress

Amy's second Celebration was recent STAR results which measure growth. Most kids now have three data points for this school year.

Reading is more difficult area. Half of the kids are scoring 50% or below, with majority in the 25-50% area. Blue diamond lines are the national trend. We are a bit above national average. Steeper incline is better. Every student was headed in right directions. Define what these numbers mean. Do a few higher numbers wreck stats? Do a few lower numbers drag everyone down? Math number is higher. Said it is perplexing when math scores higher than reading. We know you can't take math tests if you can't read. What can we do to bump up literacy? So far, 6th grade is good; 7th not as good; 8th grade is ok. Dig deeper to define what numbers really mean. We don't want to get stuck in averages.

New Smarter Balanced assessments are much harder than old measurements (STAR). Kids will need to extract information and process it before answering questions. No more just fill in the circle. Our STAR scores correlate highly to national average. This trend bodes well for us.

Lori Bergin suggested that math scores were better maybe because questions are read to students. Regarding 7th grade scores: is 7th grade a group that performed poorly when they were in 6th grade? In this case, it appears there were more SPEDs kids in this group than other groups. It was generally agreed that 7th grade is a difficult year, in general. It was asked if the same numbers (in general) were experienced in another class that progressed from 6th grade to 7th grade. No real answer was received.

Jade sees 7th graders as a tougher group. Developmentally there is huge difference as they progress. Pat Rice agreed. This group has many kids with challenges more than usual. Hormones most noticed in 7th grade. There are many 7th grade girl issues.

Other News: WMS will be getting School Resource Officer (SRO) according to newspaper announcement. The request was initiated 12 years ago. Two years we had community policing officers assigned to the school. SROs are assigned to schools to help build relationship between police and kids who don't have positive experience in their home like drug and alcohol education. Staff members with SRO relationships can help to deal with issues from traffic, different protocols, education. Amy submitted a letter to the County Council in support of this position being filled. What input do we have in selecting SRO? Patti Cook indicated the school is trying to meet with Chief to help select. Amy said there is some concern that SROs can become a "school to prison pipeline;" that there are pros and cons to it, depending upon individual officer and school leadership.

Title I Plans and Goals

Title I moneys are a schoolwide plan. Money comes from Feds, to the State, to the Charter School Commission, to the school, to kids amounting to about \$80K annually for WMS. That amount should stay about the same. Accreditation

WMS Local Advisory Panel (LAP) - Meeting Minutes – March 23, 2015 – FINAL

goals are the same. Title I requires goals and academic targets such as professional development, as listed on handout, plus resource management and sustainability. Please refer to the handout for details.

Obviously, coming off of Accreditation, the goals are Accreditation goals. Pat and Matt took the goals to the leadership team where they were approved. Targets are outlined in the handout. Note: the targets were worded as they are because we don't actually know the numbers.

The question was raised: "Has anyone challenged Title 1 targets over the years if no improvement?" The answer: "No."

We are a "schoolwide" Title I school based on the number of disadvantaged kids. This is of benefit because "targeted" schools require you to work only with those kids who perform well below, rather than everybody; the State of Hawaii has eliminated "targeted" schools for that reason.

WMS' KS Grant Application

Originally the approach was to have all three HC schools apply in a collaborative effort and that was done. Then KS decided, no, each school should do its own. The plan was crafted around increasing student achievement. WMS receives KS funding currently at about \$83,000-89,000. The revised grant request for WMS requests \$404,000 to cover deficit spending issues including: .2 assessment coordinator to work with the leadership team to do assessment scheduling and coordinating; a Vice-Principal; substitute teachers; a counselor to help prepare for college readiness; student services coordinator; summer school teachers; development coordinator to work with HC's development coordinator to work on grants, fundraising and marketing; family outreach community coordinator to build on website, newsletters, and family nights; travel and PD money to send 6th grade teachers to AVID Institute to become inhouse experts to build schoolwide implementation; teachers and staff to visit sister schools with similar demographics to learn about continuous school improvement practices; provide 'Ike Hawai'i consultants and cultural practitioners to expand culture-based activities; and school improvement consultants.

Revising the KS grant was a scramble but was submitted on time. Not sure of KS review/approval timeline -- it was said KS plans to complete everything by May but David Gibson said that HC schools' grants are subject to review by the Trustees, which may lengthen the approval process.

Re: Title 1 plan for 2015-16 SY: Pat Rice indicated that Title 1 was looked at four areas of concern: demographic data; perceptual data; student learning and achievement data; and systems and programs data. We are to emphasize areas of strength and needs, and from there develop what are our root causes for lack of achievement. This is to be completed along with the budget by Friday, March 27.

WMS Accreditation Development Committee

This committee has met several times including earlier this afternoon. Members are: Amy Kendziorski, Jane Sherwood, Ken Fischer, Patrick Hurney, David Gibson, Patti Cook and Pat Rice. School has been deficit spending. Accreditation requires that the school fundraise to reduce/eliminate its annual deficit. PCook presented a powerpoint (attached to minutes) recapping Development Committee's planning to date.

Specific comments: Committee initiated aggressive publicity campaign around the Beneski tech grant to begin telling school's story about why it needs to fundraise and make the point these children deserve community support.

Brief discussion about need to create an updated "wish list" to include, for example, finding funding to sustain the school's very successful Connecting for Success collaboration which is currently funded by a Hawaii Community Foundation grant that winds down at the end of 2015-'16; how can we sustain this because there is strong evidence that it is helping students be more successful in middle school and should help them be more prepared for high school and college/career.

WMS Local Advisory Panel (LAP) - Meeting Minutes – March 23, 2015 – FINAL

Brief discussion about Neilan Foundation funding providing a variety of student supports as well as sustainability funding. For example, it funded really cool uniforms for track and field team, which seemed to really inspire the students to up their game. Also, almost all parents showed up at the second event. And students brought home a total of 46 medals, providing an outstanding public relations opportunity. Neilan Foundation is also funding WMS' portion of the K(Arts) program, which is life changing for students who get to perform on stage at Kahilu. Some of the students who do especially well in K(Arts) are not always successful in the classroom.

The Development Committee will be developing events that support fundraising both through media coverage and with direct asks. School is waiting to hear from DOE on date for 9-classroom STEM building groundbreaking. Ken Melrose is working with school on a variety of issues; his services are being funded by the Neilan Foundation. A 3 page summary of what the new building will include was distributed along with a watercolor rendition created by Waimea AIA/artist Clem Lam. The Final Draft of the building's Environmental Assessment has been distributed to all agencies and is available for public comment through April 7.

Presentation concluded with asking everyone to please support the Development Committee's work -- teachers, staff, families & community. It was agreed that this new building will be transformative for the school and also can help attract major gifts. A discussion followed re: other methods for raising money including what has worked for other schools. A campaign committee will be developed with high profile community members to aid in fundraising. Among the opportunities is naming portions or all of the building. Briefly discussed mailers and other means of appealing to everyone. Committee is working on a short- and long-range plan.

Colin asked how LAP can help. Patti Cook asked everyone to call or email her with information on anyone who wants to help or with ideas or suggestions about potential funders; committee is also looking for wish list suggestions.

Smarter Balanced Assessments Updates

Don't have Smart Balanced assessment dates yet; will be determined soon. Amy wants to have smaller groups to assess. Tech guys will continue the huge undertaking of getting school ready; asked everyone for patience as the technology issues are challenging. As a result, will initially test one grade level at a time to ensure that technology works.

During testing, snacks will be provided. Jane said she'd help with this as needed. Amy thanked Jane and said as soon as the plan is finalized, the school will ask for help as needed.

Meaningful Local Measures

A question was asked: what are the things that measure what we do? Tina's presentation is a good example. What are we in control of, since we do extensive testing? We have no control over how/what questions are asked in standard tests like STAR. What do we want to showcase? We need to establish measures. When we walk into a public area of the school, or a classroom, what do we want to see? Exemplary work should be displayed. Portfolios get shared during conferences. Get the word out; discuss new topics, what is an exemplary project? Consider family night, Facebook, what's a proficient project look like? Need to be mindful to include faculty time.

LAP Helping to Fulfill WMS' Mission

LAP Family Outreach Subcommittee: Colin will schedule a followup meeting for the subcommittee, which met earlier this afternoon but only one parent attended and the group ran out of time. Parent Rhonda Bell said she believe WMS parents will answer the call. Patti said the best way to get family participation is personal calls. People do want to give input, but will have to schedule a number of meetings at different times to accommodate work schedules.

Reading Specialist: There are three new applicants for the position. Language Arts Dept. has suggested purchasing a reading program, not a person. Amy said school is now looking at the position vs. program. Said an individual can develop program and work with existing staff and assess the program that already exists. Someone said, "People are the answer, not a program." Janice and Amy have reviewed a proposed program; cost is high and requires a lot of class time to be implemented with fidelity.

WMS Local Advisory Panel (LAP) - Meeting Minutes – March 23, 2015 – FINAL

Kaizen: Colin discussed Kaizen as an appropriate core value for the school; that Kaizen was a strategy developed by Edward Demming, a statistician for the census bureau. He was sent by the US government to Japan to help to rebuild after the war. His management style was different from what were then current measurement systems – he believed in involving everyone from the president of the company to the custodian in the improvement process. He focused on the auto industry, encouraging workers to have a say. If there was a problem, anyone could stop the line and immediately address the problem. Kaizen is “continuous improvement.” This approach revolutionized Japan’s auto industry positively.

Colin suggested the school look for measurements along the way instead of just at results. See how measurements affect the positive end result. He asked what measurements exist that would be meaningful. How did you grow? How did you improve? Make the invisible, visible. What can we do to make results better? Attendance? Sports? Maybe take advantage of how competitive our kids seem to be?

It was suggested to measure quarterly, and semi annually. Are the kids progressing or not? Reference made to Connecting for Success program which looks regularly at attendance, behavior and grades and recognizes student for improvements. This process is time consuming but seems to be having a positive impact. Should school be recognizing kids that improve at assemblies that are similar to the event that CFS recently hosted for its students and families?

Amy described a recent webinar discussing what are all the things that we need to look at that predict academic success? What really matters? They talked about a study in Chicago which concluded that high grades and attendance are significant indicators for success in high school. If no A’s and Bs in middle school, minimal success predicted in high school. Someone commented that there’s always a question about how reliable are grades as an indicator?

Colin suggested thinking of school like a business. Students are customers, and have a monetary value. The goal is to develop kids to the 8th grade. Measurements are needed to support the process.

Amy said another idea is to ask teachers for their predictions for each student. Once the assessment is made, then ask what will you do to address the issues the child is having.

COMING EVENTS: Out of time so everyone asked to review calendar on the back of the agenda.

Lori Ching did mention the **Connecting For Success’ April 7th Prevention Plus Family Night** with Chris Kelly speaking about drug/substance abuse prevention. All urged to attend.

Meeting adjourned at 6:51 pm. The next meeting is Monday, April 27 from 4:30-6:30 pm.

Attachments:

STAR Results

Title 1 Goals & Targets

WMS Development Committee PowerPoint