



“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 5-23-16
Date & Time:	3:30 -5:30 pm, Monday, April 18, 2016
Members Present:	<p>Community Reps: Keawe Vredenburg, , Owana Wilcox</p> <p>Family Reps: Graham Ellis; Von and Monique Wong; Marcie Neubecker</p> <p>Fam O/reach Coord: Amy Maluenda</p> <p>Classified Reps: Lori Ching</p> <p>Certificated Reps: Cherise Mundon (6th), Tisha Gusman (7th), Linda LoBue (8th)</p> <p>WMS Admin: Janice English-Somerville, Amy Kendziorski</p> <p>Ex Officio: Patti Cook</p> <p>HC Board: David Gibson (by phone)</p>
	<p><u>Guests:</u></p> <p>Ho’okako’o Board: Ann Botticelli, Barbara Kalipi, Nancy Berry, Manny August, Kumau Pineda-Akiona, Bob Peters</p> <p>Ho’okako’o Staff: Chris Kona, Julie Upton</p> <p>Community Members: Pam Potter; Lisa Andrews; Nalani Andrews; Pat Rice</p> <p>Volunteers: Dr. Paul Nakayama, Tom and Gail Gimbel, Pam Potter, Lisa Andrews, Nalani Andrews, Pat Rice</p> <p>WMS Faculty-Staff: Tina Benson, Amy Maluenda</p> <p><u>Excused:</u></p> <p>Community Reps: Patrick Hurney; Jane Sherwood</p> <p>Student Advisor: Eunice “Laz” Lazarus</p>

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1) LAP meeting called to order at 3:37 pm. Quorum confirmed. Owana Wilcox provided the opening pule. Keawe moved the minutes for preceding month be accepted, Cherise seconded. Colin opened the meeting by acknowledging the presence of the Ho'okako'o Board and staff. Colin asked if anyone in the community wished to address the group. No one asked for time or offered any input.

2) Principal's Update - Amy Kendziorski

Celebrations:

Budget:

- Developing the sustainable budget work is ongoing. Amy indicated that for some time, dipping into WMS reserves has been necessary to enable student achievement. Kamehameha Schools' 2016-2017 grants of \$399,000 (per pupil grant) and an additional \$99,000 (steam grant) have been confirmed. Pat Rice and Amy K. with the efforts of a committee of teachers came together to discuss things wanted, needed, and hoped for to engender improved academics and outcomes for student success. The results of these meetings provided input for the successful confirmation of these two grants. Additional position's costs covered by these monies are a 2nd teacher in for assistance in math; also covered are the Ike Hawaiian program, garden, robotics, and steam education.
- The Title I grant application for 2016-2017 SY is to be submitted by Thursday, April 21. Title I helps to offset poverty level kids (70% of students) by providing free/reduced lunch. All students benefit from Title I money.
- Connecting for Success grant (\$150,000) is due Wednesday, April 20 for a fourth year. This grant is labor intensive with compliance in the areas of meeting schedules to be met (8 months), internet meetings monitoring by outside agencies, and professional development pieces. This provides us with opportunities to present data regarding academic improvements. We will take part in the Data Summit on O'ahu showing how data can be used to measure achievement, and how useful it is in the accreditation process.

Academic Progress:

Tina Benson, reading specialist, walked us through a presentation of a chart indicating improvement across all grade levels in reading. WMS has worked diligently to measure the status of reading with funding from The Nielan Foundation and the Gimbals. Students are grouped together by how well they read (on grade level, below grade level, above grade level) and the "scaled score" measures across all student groups (6th, 7th, and 8th grades) showed improvements, with 6th graders showing the highest improvements. Only kids who were part of WMS last year AND this year were part of the chart's sample. Tina also looked at the student's actual reading level vs. their individual reading level, first widening then closing the gap. Language LIVE! is supposed to be offered 5 days/week for 90 minutes day. It is currently offered 4 days per week for 45 minutes/day. Before the reading intervention measures, the gap was shown to be getting wider; with reading intervention measures, students are growing more at their expected rate. Additional measures for the future include beefing up the Language LIVE! efforts so that both the "catch up" growth and "expected growth" groups will be sustained. Students need to know where their starting point is, so proper assessment of where they need to go can be established.

Renaissance 360 is a program for math that allows for student skill measurement. The first step is to sort students by skill levels and that will be used to assess next steps. Prior to Renaissance 360, STAR was used. Colin stated that all of these measurement tools are useful, and from looking at the data, we should be encouraged.

Accreditation: Common Instructional Practices – Curriculum Alignment

- One of the pieces of Common instructional practices and curriculum alignment as it relates to accreditation is for the teachers to refine their skills, continue to involve themselves in exploring standard practices. The program must be implemented school wide. At first, a small group of teachers were exposed to these “best instructional practices” to keep kids focused on learning. Last year, all sixth grade teachers went for training in the “summer institute”. Thirteen more teachers this year will be involved in AVID program training in Honolulu, and two to San Diego for this with the goal of how best to set up students for success and improve learning. AVID binders/planners (advancement via independent determination) aid in this process. It fosters a degree of independence for students by setting habits designed to prepare kids for college or to integrate into the community with emphasis on WICKER principles (writing, inquiry, collaboration, organization and reading). These practices will be integrated into **all** areas of study (reading, math, social studies). We will continue to pursue multi level involvement in this system of using the planner for students (e.g. to learn a note taking system). Pat Rice said additional grant funds are used to cover the expense for this program.
- We also make use of the Family/Student/Faculty Compact so that families and students know the rules and expectations of and for them. We provide the words on paper and bring these words to life at school. The Compact is shared at Open Houses. Staff and faculty and administration are consistently looking for a means to improve this document. Having this Compact is part of compliance for Title I funding.
- Honolulu Magazine rated schools. Waimea Middle School’s ranking from a C- to a C+. The school is ranked 22 of the 50 middle schools in the state of Hawaii and indicates academic achievements are steadily improving. Also in this issue of the magazine was an article on whether or not Charter Schools “pass the test”. Charter schools need to be creative and yield improvements.

Partnerships

Mala’ai Garden Art & Sol Auction was rated Best Non-Profit for Hawai’i Island by Edible Hawaiian Islands Magazine. Pat Rice reported that they raised \$58K through their fundraisers. Interestingly, there were fewer participants but the funds raised were increased. There was a successful turnout and the financial goal was reached (between \$40 and 60K).

Two videos were shown to capture Connect for Success Career Exploration Day and “Plastics and Our Ocean”. The Career Day video wasn’t able to be entirely viewed, but it was stated that now, middle school, is the time to introduce students to thinking about what they may want to do in the future. About 40 local businesses, government agencies, and trades people introduced themselves successfully to the students of WMS. Pat Rice reported that WMS offers wraparound services including tutoring, counseling, mentoring, and career and college readiness programs. The business participants emphasized the importance of education in planning for your future.

“Plastics and Our Ocean” video began with an initiative by Margaret Wille, who presented the idea of finding something relatable across several schools. Kids learned about problems that exist, asked questions about how do ocean eco systems work, and learned and devised ideas on how to deal with the issues at hand...how plastics are controllable, and how, as one of the students stated, how they can impact their generation and future generations relating to how, and what to do to maintain the ocean health and beauty. Graham Ellis’ daughter, Kayla, had an opportunity to interact with the Board.

Spoken word (slam) poet, Myrlin Hepworth, allowed kids to share their story. Twenty-one students did poetry participation. It was noted that some of these were students who didn’t regularly participate in other activities WMS offered. Emphasis was on self poetry and how it related to different types of kids, e.g., a sensitive girl; a boy who can’t

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sit still. Classes were given. Through exercises and sharing, like, “I’m from”, kids with previous limited confidence improved. It was reported that student participants came away with: Be brave. Be respectful. My voice matters. Amy said that she was pleased with the outcome of this event and is looking forward to more events for students to connect with learning and relatability. She wished he’d shared the fact that he had a degree in English, to emphasize the need and appreciation for education.

Graham Ellis shared that his daughter was moved by her experiences with both this and the plastics and the ocean activities. That his daughter became aware of the need to do (participate) and the need to provide peer sharing in the role of responsibility. The Kahilu theatre presentation was professional and was appreciated, to illustrate the need for projects such as this. WOW!

Construction Update

Concrete pour for the second floor will be done no later than when testing is completed. All are pleased in terms working with Isemoto. Noise has been minimized and not allowed at all during testing. Isemoto will still be able to work on testing days, starting at 10 am, after testing has been completed.

Colin commends the data presenting and suggests that fine tuning be maintained. The last two to three years have shown tremendous growth and excitement about going to school. Students are talking up WMS, and this is fostering relatability between students and appreciation for what they have and one another. School is moving in the right direction. Thanks to everyone for all their hard work!

Ho’okako’o Corporation Update and Conversation

Leis were presented to the HC Board from WMS.

- Amy left the meeting so that the WMS leadership issue could be addressed. Principal position has two candidates applying for the position. Patti, Cherise and Keawe participated on the committee. We are currently in the state of vetting the candidates and are careful on how to move forward within the community and pick the correct person for the job. The faculty will be providing input. HC is looking to maintain the transparency of the process. It will, however, take a few more weeks for the actual candidate selection process to be completed.
- New HC Board Members recommend by WMS LAP and the Islander Report follow-up will be handled jointly. HC was a 6 member board and it was decided to make the board composition more robust. It is currently up to 11, two members of whom are Paul and Bob from LAP, as part of continuing greater community involvement as well. It was thought this all could be accomplished by June.
- We have reorganized the Board. We have an Executive committee and an Education committee. The Board oversees the Executive Director who oversees operations, Human Resources and all other functions. Principals will be reviewed by the Executive committee and education committee. That is what has been drafted at this time and HC is working from this framework. We are still working to fulfill the more robust population on the Board. It was asked what David’s role is. Answer: He is the Executive Director. Julie is COO.
- The Board just approved a new core principal to add to core principle #2, which is to include Hawaiian focus in the curricula: the bullet reads to deliver Hawaiian focus education and align practices with an Hawaiian learning environment. Graham Ellis raised the question, how do you define Native Hawaiian Learning Environment? The answer is that the KS are in the process of defining that. HC met with KS in December to arrive at the definition.

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Principals of the schools will have a local community input to aid in this definition. It has less to do with content and more to do with value structures especially within a charter framework.

- Amy said that simultaneous to this, the State Dept. of Education has new “GLOs” (general learner outcome) that are being revamped, raising the questions: what is it like to be in Hawaii, be educated in Hawaii, to be part of Hawaii? We are in this beautiful place, and how do ALL students benefit from being here. Work in progress is being done to define the new GLOs. It is important to keep Charters in mind, and they are and are becoming a larger part of the conversation. Additionally, Pat Bergin is being appointed to the Board of Ed, and was instrumental in the formation of Kanu o Ka Aina.

Colin thanked the Board for coming over and for their support.

LAP Work Groups (Colin Miura)

Colin introduced Amy Maluenda, the new Family Engagement and Community Outreach Coordinator. Her job is to continue to engage family members and community members to contribute to the success of WMS students. Her position has been funded through KS. It is a source of joy to have Amy on board to expand the number of families involved with school; and how do we harness that energy of greater numbers of family involved and push to have it benefit the students at WMS. Amy M’s efforts, for example, have been calling all of the 5th grade families to provide positive follow up and a presence at WMS while their child is in transition to middle school. She’s found out that child care is an issue...some parents have more than one child at school. She is working to arrange events where 5th graders get to spend time with 8th graders, finding common ground in Hawaiian dance and learning chants to introduce them to middle school.

LAP is an advisory committee for WMS and HC. It allows all voices (Community; Administration; Faculty; Students) to come together brainstorming for new ideas.

Besides the Family engagement group, we are working to develop Community Resource Development, which is fundraising. We’re looking to find what works...some folks have dollars, time, or expertise to donate. We look to LAP to act as a conduit for continuing development.

We look to define our goals. The By-Laws say LAP should meet minimally quarterly, and we meet monthly. Let’s work smarter, as many feel as though they work hard enough already. More frequent meetings drive the work and momentum to tackle our issue. Staff should work along with LAP.

Attendance is a problem. Tolerance for absenteeism is too great. We need to change the expectation to make school a part of their life EVERY DAY. The goal for attendance in school is 95%; it was down to 91%, and has gone up one more percentage point to 92+%. It was said that Family Engagement can work with the family and with truancy court to monitor attendance. Real phone calls and family contact more effective than automated calls made. Owana said that the level of poor attendance needs to be communicated more clearly as to what is unacceptable. Attendance has been shown to contribute to student success.

Amy spoke about developing student attendance contracts. We find that kids can be in an unstable family situation. How can we help?

Graham inquired regarding the committees’ meeting schedule. Colin indicated that he would meet with Amy first, talk story and set schedule for committee meetings.

General Discussion

Additionally, there were some unstructured conversations centering on how the budget should reflect CORE activities; Re: fundraising techniques and fleshing out other groups (like Rotary) for ideas; Tuition waivers for summer school programs; changing the stigma of summer school...the fact that WMS summer school likes to structure summer school activities from 8 am to 2 pm, where some parents only prefer programs that end at noontime.

Thanks to all attendees. Meeting adjourned at 5:49 pm. Next meeting of LAP committee was scheduled for 4:00 pm on Monday, May 16, 2016. **It has now been scheduled for Monday, 5/23, beginning 4-6 p.m. in classroom K-03.**