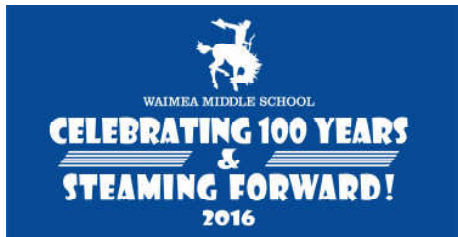


Local Advisory Panel Meeting - MINUTES – Approved
Tuesday, Feb. 21 & Feb. 27, 2017

Time	Activity	Facilitator	Notes
4:30pm	Pule		Keawe Vredenburg
4:33pm	Welcome, Introductions, Quorum, Agenda Review, Approve 1/17/17 Minutes	Colin Miura	No quorum; approval of minutes deferred. No revision to agenda.
4:36pm	School-community input (2 mins/person)	Colin	None
4:40pm	Follow-up requested at January meeting on STAR student data re: Academic Progress relative to Title 1 Goals	Amy Kendziorski, Pat Rice, Colin	Amy & Pat shared new data summary graphics detailing 2 nd Quarter assessments & discussed in depth. Graphics attached. Additional commentary on page 2.
4:50pm	Charter Renewal – thru June 2020 Accreditation Visiting Committee here – Mon.-Tues., April 10-11 – TENT. SCHEDULE: <ul style="list-style-type: none"> • 3:30-4:20 p.m. Meet & Greet & Tour STEAM building • 4:30-6:30 Attend LAP Meeting CFS Career Exploration Day recap	Amy Amy//Pat Pat/Angela Pastores	See notes.
5:00	Review student input from meeting with Amy, Chris, Colin	Amy, Chris Barron, Colin	See notes
5:10	STEAM Integrated Teaching & Learning – WMS Faculty proposal – 8 th grade overarching theme: <i>Struggle, Progress and Resilience</i>	Nau'i Murphy, Linda LoBue, Catherine Shafer	See notes & attachments
5:35pm	WMS Strategic Planning: “2017 & Beyond” – Status & Next Steps Keawe Vredenburg to present thoughts on writing a Strategic Plan to support WMS in transitioning to a 3 year point (2019).	Amy, Chris Barron Keawe Vredenburg	Tabled; ran out of time so agreed to regroup 2/27 to continue discussion.
6:15 pm	Hui 'Ohana Family Night – Ho'olauna – Wed., Feb. 22 – 5-6:30 p.m. – K-04 – All Invited!	Amy Kailimai	Invitation extended to all to support both family engagement nights, and May Day Ho'ike 5/12.
6:20pm	ByLaws Update: Discuss draft distributed by email; will be voted upon at the March 14 mtg. Future Mtgs: Tuesdays - March 14, May 16 - 4:30-6:30 p.m.; Special Mtg: Monday, April 10 w/ Accreditation Visiting Team	Colin/Patti Cook	Reviewed draft ByLaws briefly – minor suggested revisions; will be shared out prior to March 14 meeting to finalize.



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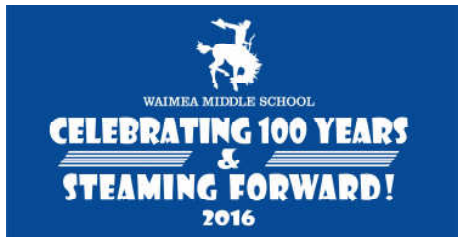
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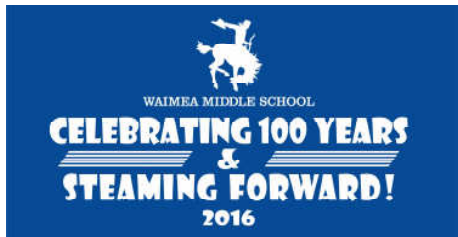
Student Input Meeting: AKendziorski and CMiura reported on first meeting – short but students who attended actively participated but not all Advisory classes represented. They intend to do this again and continue to encourage Advisories to send student reps. See summary notes attached by AKendziorski. Some of the concerns brought up included bullying, do students take STAR testing seriously, uniforms, microwave access to warm home lunches, more equipment for recess activities, cell phone use during the school day, water fountains on campus, no locks on many student bathroom stalls. (AKendziorski said a work order was immediately put in to address locks – no one was aware of this!)

CMiura asked that follow-up be shared out with students, families, faculty, staff, LAP in newsletters, etc, both so students know they are being “heard,” and so that LAP and families know what follow-up is occurring.

NMurphy reminded group that 8th grade had asked students in the fall for their ideas about what they thought would be meaningful incentives/rewards. It included some of the things students mentioned at the meeting w/ Amy and Colin. (See attached.)

Other comments:

- Re: Uniforms: What happened to the school's Pa'ahana logo – seems to have disappeared; students participated in the design. Also, no uniformity – When see students on campus w/ sweaters, jackets – no dress code in evidence. Should we require sweatshirts with logo?



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- Students asked to use cell phones anytime. Colin said he doesn't allow his employees to do so; Laz said perhaps sometimes they should be permitted to help students get ready for work world.
- Colin described KTA's T-Shirt Tuesdays (worst day for work attendance) – employees like wearing jeans, t-shirts and tennies and now they can on Tuesdays. Has improved attendance.
- Discussed devices “here to stay” – 21st Century STEAM world – teachers not teaching content – it's abundant w/ phones etc so perhaps some flexibility needed. Colin acknowledged he does let his supervisors use phones so sure to get instant notification of recalls, etc.

CShafer said her students who participated in meeting “felt heard and positive about the experience.” Also that this was much better than asking students to attend LAP meetings.

TGusman said her students reported back about the meeting and got more feedback from other students so have more to report at the next meeting.

Presentation by 8th Grade Team re: STEAM Building – See handout. Science department recapped their STEM-related work – where they've been, where they are, where they want to go. Noted that WMS is concluding use of eScience this SY, moving to new Next Generation Science Standards (NGSS) which warrants huge change in teaching and what students are expected to know. What used to be taught in 9th is now down to lower grades. Needs to be more integrated across grade levels. Added that eScience doesn't meet interdisciplinary needs of 21st century teaching.

Spring 2019 there will be a new NGSS-based science assessment; in the meantime, we will continue with current HSA standards-based science assessment.

Dr. Gremminger asked where anatomy, evolution, genetics and related biology subjects are taught to be sure students have exposure to possible careers in medical field and also have basic knowledge.

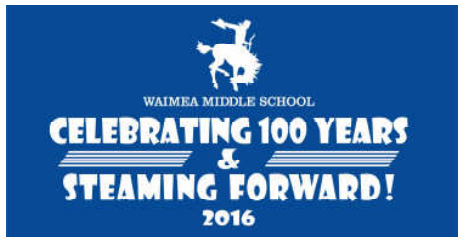
CBarron – Common Core State Standards focuses on depth over breadth.

LLobue and CShafer shared proposal to blend English Language Arts (ELA) with Social Studies – into a “Humanities” approach – look at contemporary problems/issues that are of interest to students. See PPT.

Discussed embracing Design Thinking strategies but also that WMS students still need basic skills.

STEAM building presents opportunity to be more interdisciplinary with flexible groupings of students. Reviewed history of education going back to 1893 decision for the Industrial Era to focus on 5 subjects to develop “worker bees” for conveyor belt economy – obedient and not creative. Now the focus must be on collaboration, working in groups and creativity.

CShafer talked about why it's important to focus on relevant world issues with students – going from global to regional to community – more relevant and students more engaged. More authentic and literacy becomes a tool to solve problems.



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Suggested Possible Essential Question for 8th grade for 17-18 SY: ***What does it mean to be an American? Struggle, Progress, Resilience.***

Laz: Math Department sometimes struggles with Project Based Learning (PBL) but remembers very successful PBL approach many years ago where students were very engaged (example: all wore togas for a week as they studied Rome/Greece). It can be done and will be more effective than what doing now.

JSherwood asked about differentiation – how address different learning styles. CShafer said it is her experience that when students have a reason for learning – ie, interested in horses, they are more compelled to master needed skills and work harder to answer their questions. Their interest becomes a natural “hook”.

BMasuda acknowledged presentation team for practicing core values; “best LAP meeting I’ve sat in. Seems like moving in the right direction. Want to explore this more – running out of time; can we continue discussion? Need time for planning – can’t rush this.

KVredenburg said STEAM building is “not a solution for anything but that it’s a catalyst” for what could be done to enhance teaching/learning.

BMasuda: Building symbolizes community/state saying “we trust you guys.”

Specifics on 8th grade proposal:

Locate 8th grade core subjects on 2nd floor: Science, Math, SS, ELA

Locate 7th grade Math and Science on 1st Floor with ELA and SS in nearby portables to ensure ease of collaboration.

Group agreed to meet Mon., Feb. 27, 3:15-5:15 p.m. to continue discussion.

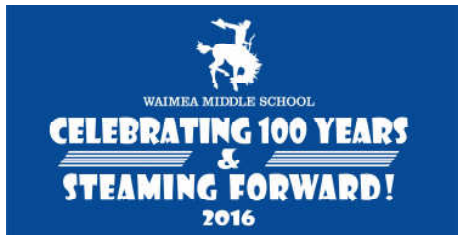
Feb. 27: KVredenburg shared PPT (attached). Began saying teachers are the point of the spear in education – have the direct contact with students and their input is extremely important.

STEAM building is not the objective of a Strategic Plan; shouldn’t be entirely aimed at STEAM building. SP will help justify work in progress and help raise funds. Lots of research required to prepare plan to address all areas – from utilities to quality assurance to instruction, safety, etc. Process is never ending – annually updated.

Brief explanation that many of the facilities issues Keawe mentioned are handled by DOE Facilities.

PNakayama said he sees a SP as a “cookbook” – guided by a vision statement that articulates what we are shooting for. Details how we will accomplish everything.

SLuck reminded group we have an agreed upon Vision and Mission Statement. PNakayama said he thought it was “too vague.” Needs to be measurable.



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Extended discussion about Accreditation process and why it serves as our schoolwide SP. Was some disagreement – that it doesn't address all that should be covered by SP. Accreditation is part of a SP but not the full thing.

PRice recapped that WASC Accreditation set out 8 focus areas for the school to work on; need to show growth in these areas. Described focus areas.

PRice said when school first became a public conversion charter, our goal was to be a “community school” – focused on family and community involvement, student supports and culture-based learning. Accreditation process redefined this with stronger focus on academic achievement and mandates “continuous improvement.”

BMasuda said as an HC Board member, he is concerned about scores; likes our I KAIR Core Values – if all are practicing these values, we would not be seeing the kind of turnover the school has experienced. How do we collaborate, work as a team? School has been “lucky” re: fundraising. Need a planned fundraising program.

Discussion about changing landscape in public education with increased accountability. Also, that Accreditation focus areas address “what matters”.

Reviewed focus areas of new charter school contract.

11 target areas addressed in WMS' “2017 and Beyond” SP process are a starting point for reaching out for parent, student, teacher, community input. Next step (3/1/17) will be to ask teachers for input on what it means to be a culturally relevant school and a Hawaiian Focused charter school. Need to understand this to respond KS expectations.

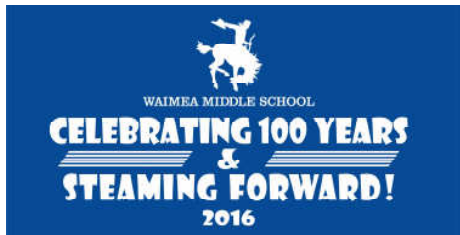
CShafer: Still likes our Mission statement and that Accreditation was an “exhaustive collaborative process.”

Clarification asked about how all of the pieces already created during faculty-staff and LAP SP sessions will come together. Is there a working document – what's come of the discussions so far? CBarron reviewed process and that the intention was to first seek input, then bring the input together between April and August. Several expressed need to see work done to date – how info will be used.

JSherwood noted that SP seems to have put planning for the new STEAM building on hold – need a plan for that – two pronged: 8th grade proposal and longer term discussion.

Agreement that Accreditation, KS expectations, Charter expectations, etc. must all tie together – be aligned. Agreed to shift gears at 3/1 Full Faculty to align everything done to date.

CMiura asked all to keep aware of the urgency of a plan for the 2017-18 SY for the STEAM building.



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AKendziorski promised decision about use of STEAM building before Spring Break. Need to do this and also Bell and Master schedule.

LLobue recapped 8th grade proposal as really being “a school within a school.”

JSherwood described it as “creative” – urging that faculty-staff “stay out of the box” in their thinking.

Kasem said we need to trust the teachers.

Meeting concluded at 5:30 pm

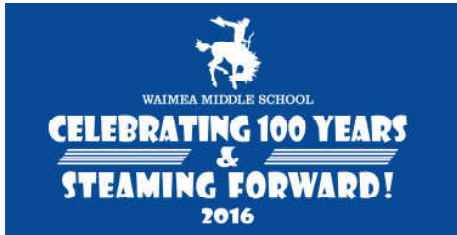
Attendance: 2/21/17

Community Reps: Colin Miura, Keawe Vredenburg, Jane Sherwood
Certificated Reps: Cherise Mundon (6th), Tisha Gusman (7th), Linda LoBue (8th)
Classified Reps: Amy Kailimai, Angela Pastores
WMS Admin: Amy Kendziorski, Chris Barron
Ho’okako’o Board: Dr. Paul Nakayama, Dr. Bob Masuda]
Ho’okako’o Staff: David Gibson
Ex Officio: Patti Cook
Guests: Pat Rice, Roger Gremminger (volunteer tutor), Kasem Nithipatikom (volunteer tutor), Mary Beth Laychak (CFHT), Tina Benson, Nau’i Murphy, Eunice “Laz” Lazarus, Catherine Shafer.

Additional guests 2/27/17: Steve Smith, Stephanie Luck, Barbara Haight, Holly Sargeant-Green, Alethea Lai, Shelby Loo, Marc Boucher, Von Scott & Monique Wong, Kara Onaka-Winters.

Attachments:

- WMS STAR Growth Data from Spring 2016 and Spring 2017 and how it relates to Title 1 Goal of reducing by 10% the number of students performing below the 50th percentile.
- PPT shared by 8th Grade ELA/Social Studies
- Informational handout from 8th Grade Science
- Keawe Vredenburg PPT on Strategic Planning
- ByLaws (Draft 2)
- Students’ suggested incentives/rewards provided by Nau’i Murphy & Linda LoBue



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WMS Student Advisory Voices – Lunch Notes:

On 2/1/17, LAP Chair Colin Miura and I had 12 students share their ideas. Colin and I will arrange follow-up meetings, and also solicit information with all to stay involved. All who attended said they would come again to make progress. We had representation from all grades, and all were involved to different degrees.

Thanks, Amy

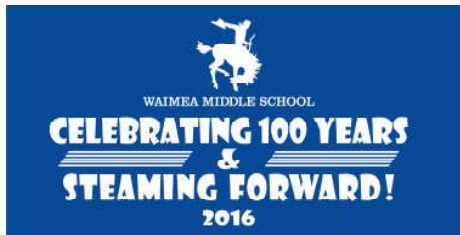
The intent and purpose of soliciting advisory representatives was to get more student voice into local accountability and decision making at WMS.

Upon meeting, students were asked to brainstorm about topics of interest to them in regard to things that would improve our school in the future. We will dig deeper in future meetings on what student can work on to "make our school a better place" for all.

Student generated ideas:

- Bullying education for our school: posters, speakers, etc.
- School lunch quality: Improve food in cafe, make microwaves available and/or serve snacks
- STAR testing: Break into parts, give more time, these kids try their best, but get tired
- Uniforms: Would like variety and flexibility, old designs, cost prohibitive, ripped jeans, colors and textures, essays and petitions being discussed
- Field trips: I KAIR Day choices with variety of places for service and fun
- Recess: Equipment to use, time to just hang out
- Cell phones and personal tech devices: would like to use own devices, and during free time, they believe it could save money for school
- Water Fountains: would like them to work, bottle ones
- Toilet stalls: Need to have stalls that lock
- Classroom chairs: Need more comfortable seating

**Prepared by WMS Principal Amy Kendziorski
#####**



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From: Linda LoBue <linda_lobue@wmpccs.org>
Date: Wed, Oct 19, 2016 at 11:04 AM
Subject: LAP follow up
To: Colin Miura <colin_miura@ktasuperstores.com>
Cc: Tisha Gusman <tisha_gusman@wmpccs.org>, Cherise Mundon <cherise_mundon@wmpccs.org>, Chris Barron <chris_barron@wmpccs.org>, Amy Kendziorski <amy_kendziorski@wmpccs.org>, Linda LoBue <linda_lobue@wmpccs.org>

Hi Colin, Happy Wednesday! You asked for us to compile a list of incentives/rewards that students would "work for." Here's the 8th grade list so far.

1. Free dress day
2. Activity day/period
3. Game day/period
4. Movies time
5. Ice Cream party
6. Pizza party

Off campus type

1. Beach day
2. movies
3. bowling alley
4. performance at Kahilu theater
5. Beach BBQ

Gift certificates

1. Amazon
2. Oshimas
3. book bucks for next book fair
4. Starbucks
5. Earl's
6. DQ
6. PacSun and the like

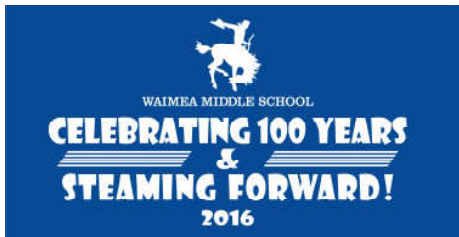
Random (maybe)

1. better food in the cafeteria
2. grade level gym time during advisory
3. drawing for backpacks
4. drawing for hats
5. homework excused passes

We are actually having a school-wide awards ceremony a week from tomorrow and wonder if any of these might be incorporated into the acknowledgements we are doing.

Awards this quarter are for...

1. athletics
2. academics
3. perfect attendance
4. IKAIR positives



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SUGGESTIONS SUBMITTED TO LAP/COLIN ON 10/19/16 by 7th Grade Team

POSITIVES

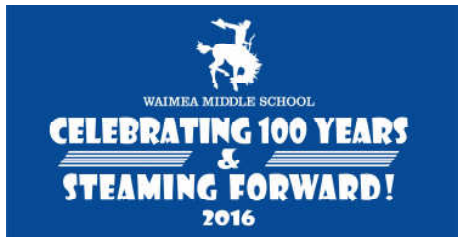
- Use Positives to earn a pass for a free dress day (instead of 5 positives earning a snack on Friday; 5 positives can get a free dress day pass)
- Honor roll students earn a free dress day
- Redeem positives to not have to go to the cafeteria for 15 minutes of lunch
- Redeem positives for school supplies
- Give out tokens with student's name on it (to redeem for?)

LUNCH/RECESS

- Suggestion box for lunch (ie: what we would like to eat)
- Being able to use electronics at recess
- Having a longer recess
- Having things to do at recess (jump rope, equipment). Students feel they don't have things to do.
- Going to the Food Court
- Having a snack shop
- Have a Kindness club held during lunch

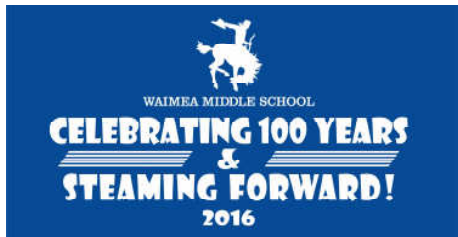
SCHOOLWIDE EVENTS/ACTIVITIES

- Continuing with programs/activities (K(Arts), East Coast Trip, Top 30 I KAIR rewards, Spirit Week, Crazy Olympics)
- Having IKAIR Day every quarter
- RAK-Random Acts of Kindness (SMILE pass along card)
- Thank you/Mahalo cards for faculty/staff
- Campus Beautification (repaint lines on basketball court and other areas of campus).



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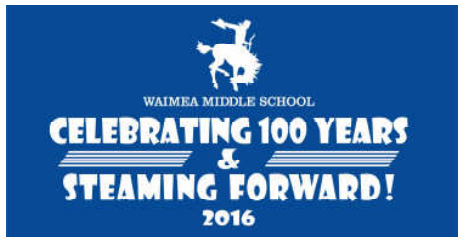
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Career Exploration Day: Great day for WMS students with excellent mix of professions/careers represented. Shared out worksheet identifying all presenters. MAHALO to LAP members who helped recruit presenters, etc. Coast Guard had to cancel bringing in rescue helicopter last minute; required considerable effort by Pat, Suzi, Angela to reschedule 80 students but all pulled together – thanks to teachers too for accommodating these changes.

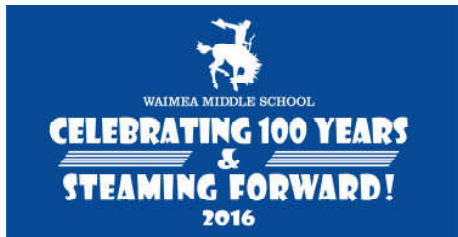
Student Input Meeting: AKendziorski and CMiura reported on first meeting – short but students who attended actively participated but not all Advisory classes represented. They intend to do this again and continue to encourage Advisories to send student reps. See summary notes attached by AKendziorski. Some of the concerns brought up included bullying, do students take STAR besting seriously, uniforms, microwave access to warm home lunches, more equipment for recess activities, cell phone use during the school day, water fountains on campus, no locks on many student bathroom stalls. (AKendziorski said a work order was immediately put in to address locks – no one was aware of this!)

CMiura asked that follow-up be shared out with students, families, faculty, staff, LAP in newsletters, etc, both so students know they are being “heard,” and so that LAP and families know what follow-up is occurring.

NMurphy reminded group that 8th grade had asked students in the fall for their ideas about what they thought would be meaningful incentives/rewards. It included some of the things students mentioned at the meeting w/ Amy and Colin. (See attached.)

Other comments:

- Re: Uniforms: What happened to the school's Pa'ahana logo – seems to have disappeared; students participated in the design. Also, no uniformity – When see students on campus w/ sweaters, jackets – no dress code in evidence. Should we require sweatshirts with logo?



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- Students asked to use cell phones anytime. Colin said he doesn't allow his employees to do so; Laz said perhaps sometimes they should be permitted to help students get ready for work world.
- Colin described KTA's T-Shirt Tuesdays (worst day for work attendance) – employees like wearing jeans, t-shirts and tennies and now they can on Tuesdays. Has improved attendance.
- Discussed devices “here to stay” – 21st Century STEAM world – teachers not teaching content – it's abundant w/ phones etc so perhaps some flexibility needed. Colin acknowledged he does let his supervisors use phones so sure to get instant notification of recalls, etc.

CShafer said her students who participated in meeting “felt heard and positive about the experience.” Also that this was much better than asking students to attend LAP meetings.

TGusman said her students reported back about the meeting and got more feedback from other students so have more to report at the next meeting.

Presentation by 8th Grade Team re: STEAM Building – See handout. Science department recapped their STEM-related work – where they've been, where they are, where they want to go. Noted that WMS is concluding use of eScience this SY, moving to new Next Generation Science Standards (NGSS) which warrants huge change in teaching and what students are expected to know. What used to be taught in 9th is now down to lower grades. Needs to be more integrated across grade levels. Added that eScience doesn't meet interdisciplinary needs of 21st century teaching.

Spring 2019 there will be a new NGSS-based science assessment; in the meantime, we will continue with current HSA standards-based science assessment.

Dr. Gremminger asked where anatomy, evolution, genetics and related biology subjects are taught to be sure students have exposure to possible careers in medical field and also have basic knowledge.

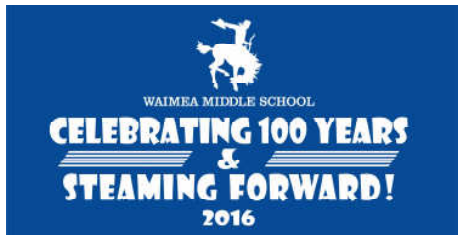
CBarron – Common Core State Standards focuses on depth over breadth.

LLobue and CShafer shared proposal to blend English Language Arts (ELA) with Social Studies – into a “Humanities” approach – look at contemporary problems/issues that are of interest to students. See PPT.

Discussed embracing Design Thinking strategies but also that WMS students still need basic skills.

STEAM building presents opportunity to be more interdisciplinary with flexible groupings of students. Reviewed history of education going back to 1893 decision for the Industrial Era to focus on 5 subjects to develop “worker bees” for conveyor belt economy – obedient and not creative. Now the focus must be on collaboration, working in groups and creativity.

CShafer talked about why it's important to focus on relevant world issues with students – going from global to regional to community – more relevant and students more engaged. More authentic and literacy becomes a tool to solve problems.



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Suggested Possible Essential Question for 8th grade for 17-18 SY: ***What does it mean to be an American? Struggle, Progress, Resilience.***

Laz: Math Department sometimes struggles with Project Based Learning (PBL) but remembers very successful PBL approach many years ago where students were very engaged (example: all wore togas for a week as they studied Rome/Greece). It can be done and will be more effective than what doing now.

JSherwood asked about differentiation – how address different learning styles. CShafer said it is her experience that when students have a reason for learning – ie, interested in horses, they are more compelled to master needed skills and work harder to answer their questions. Their interest becomes a natural “hook”.

BMasuda acknowledged presentation team for practicing core values; “best LAP meeting I’ve sat in. Seems like moving in the right direction. Want to explore this more – running out of time; can we continue discussion? Need time for planning – can’t rush this.

KVredenburg said STEAM building is “not a solution for anything but that it’s a catalyst” for what could be done to enhance teaching/learning.

BMasuda: Building symbolizes community/state saying “we trust you guys.”

Specifics on 8th grade proposal:

Locate 8th grade core subjects on 2nd floor: Science, Math, SS, ELA

Locate 7th grade Math and Science on 1st Floor with ELA and SS in nearby portables to ensure ease of collaboration.

Group agreed to meet Mon., Feb. 27, 3:15-5:15 p.m. to continue discussion.

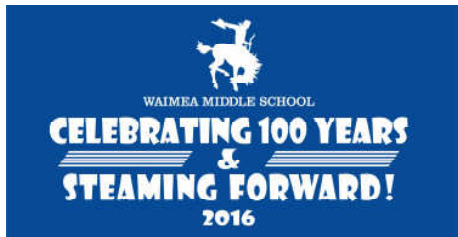
Feb. 27: KVredenburg shared PPT (attached). Began saying teachers are the point of the spear in education – have the direct contact with students and their input is extremely important.

STEAM building is not the objective of a Strategic Plan; shouldn’t be entirely aimed at STEAM building. SP will help justify work in progress and help raise funds. Lots of research required to prepare plan to address all areas – from utilities to quality assurance to instruction, safety, etc. Process is never ending – annually updated.

Brief explanation that many of the facilities issues Keawe mentioned are handled by DOE Facilities.

PNakayama said he sees a SP as a “cookbook” – guided by a vision statement that articulates what we are shooting for. Details how we will accomplish everything.

SLuck reminded group we have an agreed upon Vision and Mission Statement. PNakayama said he thought it was “too vague.” Needs to be measurable.



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Extended discussion about Accreditation process and why it serves as our schoolwide SP. Was some disagreement – that it doesn't address all that should be covered by SP. Accreditation is part of a SP but not the full thing.

PRice recapped that WASC Accreditation set out 8 focus areas for the school to work on; need to show growth in these areas. Described focus areas.

PRice said when school first became a public conversion charter, our goal was to be a “community school” – focused on family and community involvement, student supports and culture-based learning. Accreditation process redefined this with stronger focus on academic achievement and mandates “continuous improvement.”

BMasuda said as an HC Board member, he is concerned about scores; likes our I KAIR Core Values – if all are practicing these values, we would not be seeing the kind of turnover the school has experienced. How do we collaborate, work as a team? School has been “lucky” re: fundraising. Need a planned fundraising program.

Discussion about changing landscape in public education with increased accountability. Also, that Accreditation focus areas address “what matters”.

Reviewed focus areas of new charter school contract.

11 target areas addressed in WMS' “2017 and Beyond” SP process are a starting point for reaching out for parent, student, teacher, community input. Next step (3/1/17) will be to ask teachers for input on what it means to be a culturally relevant school and a Hawaiian Focused charter school. Need to understand this to respond KS expectations.

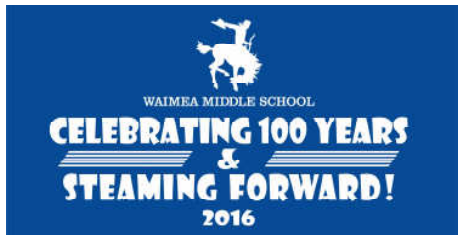
CShafer: Still likes our Mission statement and that Accreditation was an “exhaustive collaborative process.”

Clarification asked about how all of the pieces already created during faculty-staff and LAP SP sessions will come together. Is there a working document – what's come of the discussions so far? CBarron reviewed process and that the intention was to first seek input, then bring the input together between April and August. Several expressed need to see work done to date – how info will be used.

JSherwood noted that SP seems to have put planning for the new STEAM building on hold – need a plan for that – two pronged: 8th grade proposal and longer term discussion.

Agreement that Accreditation, KS expectations, Charter expectations, etc. must all tie together – be aligned. Agreed to shift gears at 3/1 Full Faculty to align everything done to date.

CMiura asked all to keep aware of the urgency of a plan for the 2017-18 SY for the STEAM building.



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AKendziorski promised decision about use of STEAM building before Spring Break. Need to do this and also Bell and Master schedule.

LLobue recapped 8th grade proposal as really being “a school within a school.”

JSherwood described it as “creative” – urging that faculty-staff “stay out of the box” in their thinking.

Kasem said we need to trust the teachers.

Meeting concluded at 5:30 pm

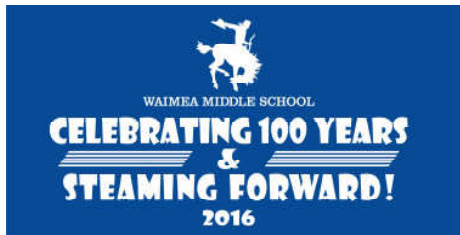
Attendance: 2/21/17

Community Reps: Colin Miura, Keawe Vredenburg, Jane Sherwood
Certificated Reps: Cherise Mundon (6th), Tisha Gusman (7th), Linda LoBue (8th)
Classified Reps: Amy Kailimai, Angela Pastores
WMS Admin: Amy Kendziorski, Chris Barron
Ho’okako’o Board: Dr. Paul Nakayama, Dr. Bob Masuda]
Ho’okako’o Staff: David Gibson
Ex Officio: Patti Cook
Guests: Pat Rice, Roger Gremminger (volunteer tutor), Kasem Nithipatikom (volunteer tutor), Mary Beth Laychak (CFHT), Tina Benson, Nau’i Murphy, Eunice “Laz” Lazarus, Catherine Shafer.

Additional guests 2/27/17: Steve Smith, Stephanie Luck, Barbara Haight, Holly Sargeant-Green, Alethea Lai, Shelby Loo, Marc Boucher, Von Scott & Monique Wong, Kara Onaka-Winters.

Attachments:

- WMS STAR Growth Data from Spring 2016 and Spring 2017 and how it relates to Title 1 Goal of reducing by 10% the number of students performing below the 50th percentile.
- PPT shared by 8th Grade ELA/Social Studies
- Informational handout from 8th Grade Science
- Keawe Vredenburg PPT on Strategic Planning
- ByLaws (Draft 2)
- Students’ suggested incentives/rewards provided by Nau’i Murphy & Linda LoBue



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WMS Student Advisory Voices – Lunch Notes:

On 2/1/17, LAP Chair Colin Miura and I had 12 students share their ideas. Colin and I will arrange follow-up meetings, and also solicit information with all to stay involved. All who attended said they would come again to make progress. We had representation from all grades, and all were involved to different degrees.

Thanks, Amy

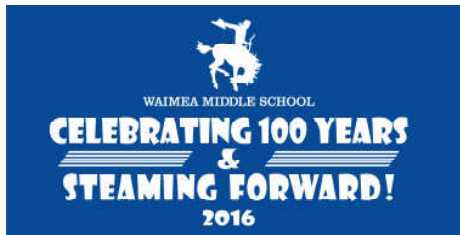
The intent and purpose of soliciting advisory representatives was to get more student voice into local accountability and decision making at WMS.

Upon meeting, students were asked to brainstorm about topics of interest to them in regard to things that would improve our school in the future. We will dig deeper in future meetings on what student can work on to "make our school a better place" for all.

Student generated ideas:

- Bullying education for our school: posters, speakers, etc.
- School lunch quality: Improve food in cafe, make microwaves available and/or serve snacks
- STAR testing: Break into parts, give more time, these kids try their best, but get tired
- Uniforms: Would like variety and flexibility, old designs, cost prohibitive, ripped jeans, colors and textures, essays and petitions being discussed
- Field trips: I KAIR Day choices with variety of places for service and fun
- Recess: Equipment to use, time to just hang out
- Cell phones and personal tech devices: would like to use own devices, and during free time, they believe it could save money for school
- Water Fountains: would like them to work, bottle ones
- Toilet stalls: Need to have stalls that lock
- Classroom chairs: Need more comfortable seating

Prepared by WMS Principal Amy Kendziorski
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From: Linda LoBue <linda_lobue@wmpccs.org>
Date: Wed, Oct 19, 2016 at 11:04 AM
Subject: LAP follow up
To: Colin Miura <colin_miura@ktasuperstores.com>
Cc: Tisha Gusman <tisha_gusman@wmpccs.org>, Cherise Mundon <cherise_mundon@wmpccs.org>, Chris Barron <chris_barron@wmpccs.org>, Amy Kendziorski <amy_kendziorski@wmpccs.org>, Linda LoBue <linda_lobue@wmpccs.org>

Hi Colin, Happy Wednesday! You asked for us to compile a list of incentives/rewards that students would "work for." Here's the 8th grade list so far.

1. Free dress day
2. Activity day/period
3. Game day/period
4. Movies time
5. Ice Cream party
6. Pizza party

Off campus type

1. Beach day
2. movies
3. bowling alley
4. performance at Kahilu theater
5. Beach BBQ

Gift certificates

1. Amazon
2. Oshimas
3. book bucks for next book fair
4. Starbucks
5. Earl's
6. DQ
6. PacSun and the like

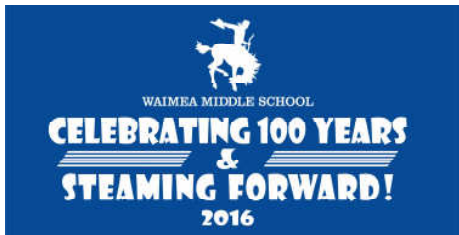
Random (maybe)

1. better food in the cafeteria
2. grade level gym time during advisory
3. drawing for backpacks
4. drawing for hats
5. homework excused passes

We are actually having a school-wide awards ceremony a week from tomorrow and wonder if any of these might be incorporated into the acknowledgements we are doing.

Awards this quarter are for...

1. athletics
2. academics
3. perfect attendance
4. IKAIR positives



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SUGGESTIONS SUBMITTED TO LAP/COLIN ON 10/19/16 by 7th Grade Team

POSITIVES

- Use Positives to earn a pass for a free dress day (instead of 5 positives earning a snack on Friday; 5 positives can get a free dress day pass)
- Honor roll students earn a free dress day
- Redeem positives to not have to go to the cafeteria for 15 minutes of lunch
- Redeem positives for school supplies
- Give out tokens with student's name on it (to redeem for?)

LUNCH/RECESS

- Suggestion box for lunch (ie: what we would like to eat)
- Being able to use electronics at recess
- Having a longer recess
- Having things to do at recess (jump rope, equipment). Students feel they don't have things to do.
- Going to the Food Court
- Having a snack shop
- Have a Kindness club held during lunch

SCHOOLWIDE EVENTS/ACTIVITIES

- Continuing with programs/activities (K(Arts), East Coast Trip, Top 30 I KAIR rewards, Spirit Week, Crazy Olympics)
- Having IKAIR Day every quarter
- RAK-Random Acts of Kindness (SMILE pass along card)
- Thank you/Mahalo cards for faculty/staff
- Campus Beautification (repaint lines on basketball court and other areas of campus).