Strategic Plan Dynamic Report released

In an effort to make performance data easily available to the public, the Hawaii DOE unveiled its Strategic Plan Dynamic Report at Hawaii State Board of Education (BOE) meetings last month. The new online resource allows the public to view data across performance indicators identified in the 2017-2020 Strategic Plan.

“The Strategic Plan Dynamic Report is an important tool that provides our schools and the community with easier access to performance data, and transforms it into a visual presentation that’s easy to understand,” said Supt. Christina Kishimoto.

“The report will allow the public to monitor progress toward Strategic Goals and Objectives and provide insight behind the data-driven decisions being made at various levels throughout the department.”

The tool was built internally by staff in the Office of Strategy, Innovation and Performance, and is housed on the DOE’s public website. View it here: bit.ly/HIDOE-SPDR.

Users can navigate to data sets associated with the Strategic Plan’s three goals (Student Success, Staff Success, and Successful Systems of Support), viewing 2016 baseline and 2017 comparative data, the goals for 2020, and then carve data sets into Complex Area and student subgroup views.

Stars align for principals who return to alma maters

There is a special group of Hawai‘i public school grads who have returned to their alma maters to lead — as principals. It’s driven by a sense of school pride that goes above and beyond “where you wen grad?”

These school leaders returned to their elementary, middle and high school stomping grounds to give back to the schools that shaped their identities, values and careers.

The role of a principal has grown over the years, as schools become the hubs of community leaders who pull together resources to help meet the unique needs of their students. In order to do this, it is essential for them to develop a keen sense of the strengths, weaknesses and opportunities of the school community they have been tasked to lead.

“Being an alumnus of the school helps tremendously,” said Alfredo Carganilla, principal of Farrington High. “The faculty, staff, students, parents and community partners know that I understand the culture of the school and I can empathize with different situations.”

While each principal is enthusiastic about the opportunity to be back at their alma maters, they also understand that there is more expected of them because of their connection to the school and community.

“Being a graduate of Kalani High places me in a position of being held to a higher standard,” said Principal Mitchell Otani. “I am accountable to my classmates and to all of the other graduates.”

VIDEO

For principals in charge of their alma maters, pride runs deep. Watch on our Facebook page: facebook.com/HIDOE808/videos

OPPORTUNITIES

StriveHi

Opportunities

EDUCATORS

Students and educators in grades 6-12 can apply for funding to support innovative and grassroots environmental initiatives that will create new and sustainable solutions for their schools and communities in the 2nd Annual Hawaii Youth Sustainability Challenge. Apply by Dec. 15. http://bit.ly/HawaiiYSC18

To promote, implement, and strengthen innovation in Hawaii’s public schools, HIDOE has dedicated state general funds to support the first two years of School Design Innovation Grant opportunities: up to $250,000 for schools and up to $5,000 for school-level staff. Due Jan. 8. Details/applications: https://intranet.hawaiipublicschools.org/offices/osip

SCHOOLS

In partnership with Verizon Innovative Learning, Project Lead The Way is offering eligible middle schools the opportunity to bring computer science education to their students with a $20,000 grant for the implementation of PLTW Gateway computer science units. Flyer: bit.ly/HIDOEPltw18. PLTW has also partnered with Strada Education Network to provide grant support ranging from $20,000-$45,000 to help Hawaii’s high schools offset implementation expenses of pathway programs in computer science, engineering, and biomedical science. Flyer: bit.ly/HIDOEPltwhi18. Both applications are due Dec. 15.
Profile: Pauoa Elementary  

Tucked into a quiet corner at the foot of Punchbowl is the unobtrusive, serene campus of Pauoa Elementary.  

“Unless you live in this community, you probably wouldn’t even know we’re here,” said Principal Dale Arakaki.  

Yet this small Title I school — 58% of student families last year were considered economically disadvantaged — is at the epicenter of an academic earthquake. Strive HI System results recently released show how all of Hawaii’s public schools are doing across several key measures, and over the last two years Pauoa Elementary has been a true standout.  

- High achievement numbers across tested subjects and extraordinary growth in each: Language Arts: Up 21 points to 77 percent; Math: Up 34 points to 81 percent; Science: Up 15 points to 84 percent.  
- 90 percent of Pauoa’s 3rd graders are near, at or beyond reading at grade level.  
- Pauoa has one of the lowest achievement gaps in the state between high-needs students and their peers. At 16 points (language arts) and 12 points (math), Pauoa’s achievement gaps are running at more than half of the state average — more of Pauoa’s students are getting what they need to learn, and at the highest levels. At this school, poverty, disability, and language barriers are holding fewer children back. Principal Arakaki acknowledges that the results are remarkable, and he’s very proud of the staff and students, but he insists the practices at Pauoa aren’t uncommon. Here’s what they did.  

PRACTICES AND ACTIONS  

Three years ago, Pauoa was an academically average school. Pauoa belongs to the Roosevelt complex of schools that includes perennial academic powerhouses Noela Elementary, Mānoa Elementary, Nu’uanu Elementary, and Maema Elementary, which is just up the road from Pauoa. Pauoa was being outshined, which likely contributed to a 14 percent decline in enrollment over five years as families sought to place their children in those other schools.  

Staff agreed: something had to change. Stand Up! Be Heard! Let’s Excel Now! became the rallying cry that Pauoa would not only do better, it would be noticed. That phrase became the framework around five data-intensive practices and actions that were adopted schoolwide:  

- Use of the i-Ready learning platform,  
- Intervention blocks embedded into the school schedule,  
- Action plans for each student, adjusted quarterly,  
- Targeted walkthroughs of classrooms, and  
- Data Teams.  

Staff say that the first two items are what’s largely behind the surge in student learning and achievement, for both struggling and proficient students. They also acknowledged that steady leadership when making big changes helped keep everyone going when the work got tough.  

“We have been talking about data teams, small group instruction, and conversations around data for a while now,” said Jeanne Oliveira, a 5th grade teacher who has taught for a dozen years at Pauoa and 35 years in total. “It really took Principal Arakaki initiating this paradigm shift where intervention had to be informed and targeted, and saying ‘we’re all doing this’ — that was the difference.”  

The high-quality data on a student’s standards-based learning from iReady is giving the teachers what they need to do deeper work, they said. Students using the platform navigate through adaptive exercises which can pinpoint to sub-skill levels and note what they’re easily grasping and what they’re struggling with. It’s  

CONTINUED ON NEXT PAGE
The Dept. of Defense Education Activities (DoDEA) has awarded $250,000 to Kailua Intermediate for STEM opportunities and college readiness initiatives.

The grant will help the school pay for in-class supports, tutoring and extracurricular STEM activities. These initiatives will be supported by professional development that focuses on evidence-based strategies including universal design for learning, project-based learning and AVID strategies.

“Are we so thankful to receive this grant that will fund a variety of exciting initiatives and programs like a Cybersecurity Club, robotics, a universal design support center, scholarships for in-class supports, tutoring and extracurricular STEM activities. These initiatives will be supported by professional development that focuses on evidence-based strategies, including universal design for learning, project-based learning and AVID strategies.”

Kailua Intermediate’s DoDEA grant will provide in-class supports, tutoring, extracurricular STEM activities.

Mathematics screener to better assess students, and much more,” said Principal Lisa DeLong.

MORGAN WINS $100,000 FOR STEVENSON MIDDLE LAB

Stevenson Middle School and STEM teacher Patricia Morgan were awarded a $100,000 grant from Farmers Insurance in a surprise ceremony at a schoolwide assembly on Nov. 30. Morgan is one of five teachers nationwide to win the generous grant in the Farmers Insurance annual Thank America’s Teachers Dream Big Program.

Morgan’s winning proposal was to create an “Innovative Invention Imaginarium” to boost STEM learning, cultivate “out of the box thinkers” and create a “culture of innovators” with investments in programs to teach coding, computer aided design, and more.

Four schools earn Korean Language Grant

Moanalua High, Moanalua Middle, Moanalua Elementary and Salt Lake Elementary were presented a grant of $32,000 to continue their innovative K-12 Korean Language Learning Program for the 2017-18 school year from the Ministry of Education of the Republic of Korea and the Consulate of the Republic of Korea in Honolulu.

The funds are split among the four schools and pay for part-time teachers and project coordination. Lessons focus on vocabulary and syntax skills and also include cultural exchange activities. In 2018, students from Daegu High will visit their Moanalua High counterparts.

Continued from Page 2

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Continued from Page 2

engaging and students who are self-directed can log on anytime to see if they can reach next-level benchmarks on their own.

Then the intervention blocks come in. Into the complicated jigsaw puzzle that is a school’s bell schedule, Arakaki and his team carved out 45-minutes daily during which teachers worked one-on-one with small groups of students who were struggling to master certain concepts, while the rest of their students continued self-paced learning with iReady.

It’s up to the teachers to select the approach for the intervention block tailored to what their learners need; this included any requirements for special-needs students identified in their Individualized Education Plans (IEPs). The iReady data enables laser-like focus for teachers.

“Within that block, we had to figure out the best way to use those minutes so we were really helping students,” said 2nd grade teacher Jennifer Ota. “iReady allowed us to get information that we weren’t able to access before, the way it looks at each individual student and breaks that down by domains — we know what they need and don’t need so we can be intentional with our instruction.”

Teacher Stephanie Toshi added that the platform has teaching tools and parent resources that support high-needs students, which was especially helpful in her 3rd grade class last year. “The program shows them, ‘In this domain, you’re doing really well,’” and they can clearly see the progress. “Now we need to focus on this other area.’ It boosted their confidence so that no matter where they were coming from, they felt they could do it.”

The intervention block gave teachers the necessary time to target instruction where it was most needed, without slowing anyone else down. “Kids really like the platform because they have a sense of ownership,” Oliveira said. “The students are driving their own learning and the teachers are in the facilitating role.”

With all students on the platform and reliable data coming in school-wide, the teachers find it easy to collaborate with each other and troubleshoot solutions for kids as a team. The team is close-knit, and Oliveira notes that’s part of a culture of support, trust and aloha that enabled staff to push through challenges and take bold risks.

The other three components of the school’s Practices & Actions — action plans for each student, classroom walkthroughs, and data team work — keep a solid system of review in place to ensure the entire school works together on behalf of each student.

“The teachers look at the data and come up with the action plan based on their practice,” said Vicky Yama, a member of the school’s leadership team, which reviews student action plans. “Then we look at all the students — who needs a little more help, who needs a lot, provide feedback. And now when we’re doing our walkthroughs of classrooms, we know exactly what’s going on. We know all the kids and what their strengths are.”

Oliveira noted, “This is what data is supposed to be. It’s not a judgment. We’re having informed conversations as a team.”

— JEANNE OLIVEIRA, 5th grade teacher

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The swing in the school’s academic outcomes has had another benefit — enrollment at Pauoa stabilized this year. “They are choosing us now,” Yama said.

With most of Pauoa’s students moving up academically, high-needs students aren’t seen as ‘different.’ “It’s hard to tell one from the other, it’s very fluid here,” Arakaki said. And the feedback from kids regardless of background was that they felt more prepared. “They’ll say, ‘It’s hard, but I get it now.’ And there’s an abundance of confidence that comes from that, and a greater willingness to do it — because they know they can.”

Story: bit.ly/StriveHI17-Pauoa

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Don’t Miss This!  EVENTS, DEADLINES & FUN STUFF

HAPPY HOLIDAYS >>>

EAT AND BE MERRY

Claudia Asato-Onaga in the Supt’s Office missed her calling as a baker and party hostess extraordinaire, but her decision to skip out on Food Network fame is our gain. Her recipe for Holiday Red Velvet Cake is at right. Is your school getting festive for the holiday season? Send your merriest photos to doe_info@hawaiidoe.org and we’ll share in a social media gallery to kick off winter break, Dec. 22-Jan 5 (students). Happy holidays!

HOLIDAY RED VELVET CAKE

Preheat oven to 350° Spray a 9x13 pan with PAM. Prepare 1 box Red Velvet Cake Mix (with eggs, oil & water)

FILLING

Pour into your 9x13 pan and bake for about 25 minutes. Remove from the oven.

Using the back of a wooden spoon, poke holes all over the cake. Combine milk and the 2 boxes of Vanilla Pudding Mix. Wisk till blended. Pour over the cake and into holes. Refrigerate for 2 hours.

Mix heavy cream until soft peaks form. Add green coloring; spread evenly over the cake and add red/green sprinkles. Top with white chocolate curls. Refrigerate until ready to serve.

Supt.’s Corner  DR. CHRISTINA M. KISHIMOTO

On Nov. 28 over 1,000 state office personnel convened for a day of conversation and reflection about our Strategic Plan implementation, and to consider how the state-level team must organize to support school-based innovations to prepare all of our keiki for college and careers. We discussed our driving mission to provide equitable access to quality education using three key strategies: school design, student voice and teacher collaboration.

The difference in this convening was that we brought together employees who don’t often converse due to their varied responsibilities and functions — carpenters, electricians, curriculum developers, Hawaiian immersion staff, support staff, transportation and food service teams, technology teams, communications staff, finance staff, assistant superintendents. Imagine this collective in one room with a focus on ensuring quality for our keiki!

As a state team we considered our call to action to work together as a powerful, influential learning organization focused on incorporating new models of delivering improved learning opportunities, as well as finding space for innovative ideas. Your questions, comments and suggestions were inspiring!

And they reflected your dedication to work together around the essential question of the day: how do we prepare students for the economies and communities of the future? We agree that our core work is decreasingly about subject mastery, and increasingly about preparing students with the skill sets to apply themselves through design thinking, creative thinking, logic and computational skill, literacy and communication, problem solving, and teamwork, while pursuing their passions as lifelong learners.

So what does this tell us about how schools should transition from designs we adults remember and evolve into new concepts — in the physical campus and classrooms, in our delivery of academic and social-emotional supports, in the ways in which we assess progress, and in leadership and community and business involvement? Together we will continue to learn together as the HIDOE education team.

As we continue to build upon our teaching and learning core, I encourage you to consider how your role should evolve to support schools in this vital work. View the “HIDOE Learning Organization” graphic here: bit.ly/HIDOElearnOrg.