The Hawai‘i DOE is redesigning its facilities maintenance program to align the Department’s strategic focus on providing respectful learning environments with its core value of ensuring access to a quality public education for every student in every community across the state.

The three-part initiative involves streamlining how the Department contracts repair services to fast-track priority projects, increasing the community’s access to project details with an online database under development, and implementing a data-driven analysis to plan for future school needs.

The facilities maintenance branch oversees 4,425 buildings and more than 20 million square feet of space across 256 campuses statewide; FY 2018 facilities budget is $274 million.

**Hawai‘i State Teacher of the Year Mathieu Williams in his new car.**

**Kealakehe Inter’s Williams named Teacher of the Year**

Kealakehe Intermediate teacher Mathieu Williams received the state’s top teaching award from Gov. David Ige and Supt. Christina M. Kishimoto. It is presented annually to a public classroom teacher selected from more than 11,000 educators.

The district teachers of the year are: Shane Albritton, SEEQS; Brandon Arakawa, Kahului El; Sean Doi, Kauai Complex Area Office; Sam Hankins, Kawanakaoa Middle; Gail Izumigawa, Waipahu High; Mary Ann Kurose, Radford High; and Debbie Morrow, Kailua El.

Each district winner was given a $500 award and an additional $1,000 was given to Williams from the Polynesian Cultural Center. Williams was also given a one-year lease of a new Nissan Leaf courtesy of the Hawaii Automobile Dealers Association and Nissan Hawaii. Williams will represent Hawai‘i in the National Teacher of the Year program in April.

**Hawai‘i public school students continue strong AP growth**

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2016-17</th>
<th>2017-18</th>
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<tbody>
<tr>
<td>EXAMS TAKEN</td>
<td>9,903</td>
<td>10,456</td>
<td>4,178</td>
<td>4,545</td>
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<td>EXAMS PASSED</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>+5.6%</td>
<td>+8.8%</td>
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**5-YEAR GROWTH**

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2017-18</th>
<th>2012-13</th>
<th>2017-18</th>
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<tbody>
<tr>
<td>EXAMS TAKEN</td>
<td>7,355</td>
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<td>EXAMS PASSED</td>
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<tr>
<td></td>
<td>+42.2%</td>
<td>+61.7%</td>
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The Hawai‘i DOE continues to see increases in the number of students who are both taking and passing Advanced Placement Program® (AP®) Exams, with across-the-board gains in the number of exam takers, exams taken and scores of 3 or higher for students tested in 2017, according to the College Board.

Most four-year colleges in the U.S. provide credit and/or advanced placement for qualifying exam scores of 3, 4 or 5.

**The Walmart Foundation offers community grants of up to $5,000 for providers of afterschool enrichment, tutoring or vocational training for low income individuals and families in the United States, among other purposes. Apply by Dec. 31. giving.walmart.com/apply-for-grants/local-giving-guidelines**

**The CDC Science Ambassador Fellowship** is a dynamic, educational program for teachers and educational leaders interested in bringing public health sciences into middle- and high-school classrooms. This competitive fellowship includes a 5-day interactive summer course at CDC headquarters in Atlanta, Georgia, and a 1-year distance-based professional development opportunity. Apply by Jan. 15. www.cdc.gov/careerpaths/scienceambassador

**The 2018-19 nomination and application cycle for grades 7-12 teachers for the Presidential Awards for Excellence in Mathematics and Science Teaching program is open. PAEMST is the nation’s highest honor for teachers of mathematics and science. Awardees receive a trip to Washington, D.C., to attend a series of recognition events and professional development opportunities and $10,000 from the National Science Foundation. Nominate by Mar. 1, apply by May 1. www.paemst.org**
Ring!!! Students hurriedly rush to and fro. The fourth-grade students begin to line up to go to their “wheel” classes: P.E., Music, Computer, and Library. Some students clutch their library books, eager to return them and excited to get more. Some are on their way to P.E., carrying their water bottles. When asked, “What do your teachers do when you are at wheel?” the students reply, “They go to meetings and learn things.”

This is true. The teachers are learning as the students are off exploring in their wheel classes. But what exactly goes on during a Professional Learning Community (PLC) or Learning Team Time (LTT)? Simply put, strategies are developed to help students learn more effectively.

In more detail, at Hickam Elementary, a typical LTT agenda includes:

- Response to Intervention (RTI),
- Data Teams,
- Professional Development, and
- System Concerns (Behavioral, Technology, and Grade Level).

Members of an LTT consist of the grade level general education, special education, and RTI teachers, along with a curriculum coach. The coach facilitates and guides the discussions and offers suggestions on practice. The teams meet every 10 days, or four to five times a quarter.

At the beginning of a typical LTT meeting, the team reviews our RTI program. This is when our grade level teachers communicate with our special education and RTI teachers about shared goals and shared students. At the beginning of the year, every student is evaluated with a universal screener for the subject areas of math and reading. The scores that we receive from these reports, in addition to several other data points, are used to strategically tier students according to their abilities. Teachers keep track of where specific students are and how they are progressing. Dialogue ensues and insights are shared among team members.

Over time, intervention strategies to help students grow are developed, implemented, and monitored. Many students progress in their learning; those who do not are given more intensive intervention (increased one-on-one time with educators, for example) and if desired progress is not achieved, more specialized resources are sought out.

The second component of our LTT is Data Teams. During this time, the team decides on a specific standard or topic to monitor over a set period of time. Students are given a pre-assessment to measure base knowledge of the topic without any instruction. The team analyzes this pre-assessment to see what students know and what gaps exist prior to instruction. Teachers discuss trends in the data and look for mistakes, then the planning begins. Teachers focus on how to best teach all students while considering the pre-assessment data. Research-based instructional strategies are discussed and implemented.

Throughout the cycle of meetings, teachers monitor student growth by using formative assessments and by sharing student work with each other. At the end of the cycle, a post-assessment is given and analyzed. Teachers are encouraged to reflect on their practice during this analysis; it helps us to see what teaching methods are effective for a set group of students and to notice our own growth as teachers.

Professional Development is the third facet of LTT. Teachers are given a chance to learn about new state or district-level initiatives. One example of this is Next Generation Science Standards which must be implemented by school year 2019-2020. Teachers are given guidance from coaches and district specialists and, most importantly, they are given time to plan lessons together. We’ve also used this time to learn about AVID (Advancement Via Individual Determination), which seeks to close the achievement gap by providing students with the skills needed to be successful in college and in life.

During LTT, teachers learn about and plan how to use AVID strategies together, providing consistent and effective deployment across the school.

Going over System Concerns is typically how an LTT ends. The team brings up behavioral concerns that they notice in class and, if needed, the student services coordinator (SSC) and/or counselor are asked to advise. Technology concerns are also addressed by our tech team and any problems are diagnosed and remedied. Finally, if there are any grade level concerns, these are brought to the table and discussed. Discussing and responding to all of these system concerns ensures that teachers, and ultimately the students, are supported.

So remember, when your child says that they have a wheel period, teachers and support staff are at Learning Team Time and are hard at work collaborating, analyzing, and discussing what is best for each and every student at Hickam Elementary.

ABOVE THE AUTHOR

Keith Hamana, a 24-year veteran of the Hawai‘i DOE, has taught grades 3, 4, and 5 and now serves as Hickam’s Curriculum Coach. Hamana is a proud product of the Hawaii public school system and firmly believes that education is the cornerstone of a healthy democracy. Here, he provides insight into the school’s Professional Learning Community, where teachers collaborate to ensure students are getting what they need to succeed. This work is paying off for Hickam’s students — the 2017-18 Strive HI System’s school report card shows they have strong achievement results and high levels of growth, literacy and attendance levels.

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KEITH HAMANA
The Hawaii DOE held its inaugural Campbell-Kapolei Student Career Expo at Kapolei High School for 1,200 freshmen from both high schools. It was made possible with the partnership of the Kapolei Chamber of Commerce, which helped bring 80 employers to the event.

The Expo consisted of three sessions, organized and timed accordingly for groups of students to interact with business representatives, ask detailed questions about career paths and options, and complete activities in their special CK Student Career Expo workbook.

“It’s a good opportunity to see different careers and how they work,” said Favian Johnson, a ninth grader at Campbell High. “The expo will help us to understand what we need to do to prosper and grow as individuals, and find a career that fits us the best.”

“I’m really happy that they had this because, as ninth graders, we’re coming into a new world and starting to explore our career options,” said fellow Kapolei High freshman Piesenhe Awong. “It’s a good opportunity to see different careers and how they work.”

The event was also supported and sponsored by a partnership with Kamehameha Schools.

“We are truly grateful for the community partners and businesses who have helped to make this event a success as we continue to work together to educate, empower and equip Hawaii’s future leaders with the necessary skills for the workplace,” said Sean Tajima, Campbell-Kapolei Complex Area Superintendent.

### STUDENTS REPORT FEWER INCIDENTS OF BULLYING

Fewer Hawaii’s public middle school students say they have been bullied at school over the last two years, according to new youth survey results. And fewer students reported being cyberbullied or cyberbullying someone else.

More than 16,300 public middle and high school students participated in the Hawaii School Health Survey, a joint project of the Hawaii DOE, Hawaii Department of Health and the University of Hawaii. The anonymous survey, which is administered every other year, monitors categories of health-risk behaviors including mental health, injuries and violence, sexual behaviors, alcohol and drug use and physical activity. Two different surveys are given: one to middle-schoolers and one to high school students. (See results, above.)

### JVEF CELEBRATES 17 YEARS OF PARTNERSHIP

The Joint Venture Education Forum (JVEF), a cooperative partnership between Hawaii’s military community, the Hawaii Department of Education (HIDOE) and other community organizations, highlighted success stories of Hawaii’s military students and their families at its 17th Annual Meeting today at The Salvation Army Ray & Joan Kroc Corps Community Center. JVEF’s mission is to facilitate the educational concerns and unique needs of military children and their families, such as transitioning to the islands, and to support Hawaii’s public school students.

Hawaii has the highest number of military-dependent children per capita in the nation, representing approximately 15,000 students or eight-percent of the total student enrollment. The majority of these students attend 45 schools located on or near military installations in Oahu’s Central, Leeward and Windward School Districts.

### 1,200+ FRESHMEN LEARN ABOUT CAREERS AT EXPO

Public schools celebrated Thanksgiving with an Okinawan Sweet Potato Pie as part of November’s ‘Aina Pono: Harvest of the Month program. It was the first time Okinawan sweet potatoes from the Big Island were used in the program.

“We wanted to create a local spin-off of the traditional pumpkin pie that many enjoy during Thanksgiving,” said Dexter Kishida, Farm to School coordinator, School Food Services Branch.

Keoulu Elementary Cafeteria Manager Edita Montgomery and her staff created the original recipe, which was modified to enhance the pie’s flavor, accommodate mass production and meet nutritional guidelines. As a skilled baker, Montgomery said it was also important for the recipe to use ingredients that are available to schools.

“The whole wheat flour that schools normally use changed the taste of the crust, so we adjusted the ingredients by modifying it after our shortbread cookie recipe to improve the flavor,” said Montgomery. “It’s an honor to be a part of the ‘Aina Pono program as we transform student meals and incorporate more locally grown ingredients.”

### GRADES 6-8

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were ever bullied on school property</td>
<td>45.1%</td>
<td>40%</td>
</tr>
<tr>
<td>Were ever electronically bullied</td>
<td>25.1%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Ever electronically bullied someone</td>
<td>15.7%</td>
<td>10.9%</td>
</tr>
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</table>

### GRADES 9-12

<table>
<thead>
<tr>
<th></th>
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<td>Were ever electronically bullied</td>
<td>14.7%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Ever electronically bullied someone</td>
<td>18.6%</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

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GET THE RECIPE

Download a printer-friendly recipe here: bit.ly/AinaPonoSPP
More than 100 schools across the Islands are signed up to host an Hour of Code during Computer Science week. There’s an exciting new coding activity added this year called DANCE PARTY. Join them! csedweek.org/educate/hoc

Schools are also encouraged to take part in Code.org’s national survey of schools that are offering CS learning. Fill out a brief form with your school’s opportunities at code.org/yourschool

The Hawaii State Department of Education is a powerhouse of innovation. Our strength lies within the size of our organization, the world-class talent of our employees, and students who are globally competitive. There are exciting changes going on at each level of the Department as we aim to become an influential force of ideas, discovery, and solutions with a focus on what students want to learn and how they want to be engaged.

As part of this effort, the Department’s Office of Curriculum and Instructional Design is creating an opportunity and space for teacher leaders to come together to collaborate and share best practices in the spirit of advancing Computer Science curriculum. We hope that you’ll join us for this dynamic event on June 13.

We’ll be leading important discussions around innovative practices, assessment development and policy issues that align with what’s happening nationally. This includes the movement toward making Computer Science credits a graduation requirement and what this will look like for schools in Hawai’i. Your voice is needed and will have an impact on how our system is preparing students for college, career and community.

Be on the lookout for invitations to online and face-to-face pre-conference sessions.

For more information about Computer Science in Hawaii, visit the Hawai’i DOE website: bit.ly/CSforHI.