

Honoka'a High and Intermediate School WASC Team Findings: Areas of Strength and Growth

Category A: Organization: Vision, Mission, GLOs, Governance, Leadership and Staff, and Resources

Areas of Strength

- Energy has been directed towards school renewal that has included the development of a vision that reflects the culture and expectations of the school community; there is commitment to enacting the vision of the school.
- The school leader has successfully created a climate of trust among all stakeholders; leadership has been distributed through the Instructional Leadership Team (ILT) and PLCs.
- Resources (time and money) are directed towards professional development, technology, and personnel.
- The school has built a schedule that creates time for teachers to collaborate frequently and effectively.

Areas of Growth

All HHIS personnel need to:

- Continue to find creative ways to recruit and retain highly qualified and highly effective classroom teachers.
- Build ways to better solicit and incorporate student voices into curriculum, instruction and assessment.
- Ensure that facilities, instructional materials, and equipment and in all content areas are current, supportive of best practices, and fully allow students to engage in both conceptual knowledge (knowing) and process skills (doing).
- Continue to nurture a climate that is based on positive and supportive relationships among and between faculty, students, and community and pushes for excellence.

Category B: Standards-Based Learning: Curriculum

Areas of Strength

- The school has formed content area PLCs that provide time to review and refine curriculum.
- HHIS aligns the CTE curriculum with industry standards of practice, preparing students for career and college readiness; the school is partnered with Hilo Community College and local industry professionals to ensure integrity and authenticity in implementing each CTE pathway.
- All core content areas align with national standards of practice, e.g. CCSS, C3, and NGSS. Standards are used to direct curriculum and to focus PLC conversations.
- An array of course opportunities are available to meet students' interests and needs.

Areas of Growth

All HHIS personnel need to:

- Revisit the purpose of pacing guides and systematize their use within the school, complex, and district.
- Define and leverage CTE pathways to create viable and effective interdisciplinary projects that support student engagement.
- Create opportunities for cross content collaboration among departments to increase relevance and real world application.
- Implement strategies to facilitate transitions to HHIS as well as to the student's next educational level or post-high school options, and regularly evaluate the effectiveness of the strategies.
- Explore alternatives to Acellus to provide specialized curriculum in hard to staff classrooms to engage students.
- Systematize AVID, PTP implementation, Advisory, and CTE pathways to fortify college and career readiness.

Category C: Standards-Based Learning: Instruction

Areas of Strength

- Teachers have access to a *Dragon Instructional Tool Box*, which provides research-based resources that are used across the school.
- Professional development opportunities are readily available and staff is open to using what is learned in their work.
- The school has purchased Chromebooks for all students that has increased the use of and access to technology.
- The school has adopted a data team/professional development cycle that is used to improve student learning.
- PLC meetings have given teachers the time to focus on instruction, create real-world opportunities, collect, analyze and design curriculum for students.

Areas of Growth

All HHIS personnel need to:

- Find ways to better integrate technology into lessons to enhance learning experiences, connect with learning styles, facilitate collaboration, increase engagement, and provide digital resources for learning.
- Provide scaffolding for instruction to increase/improve skills; backwards map those skills for grades 7 to 12.
- Be intentional with the “Dragon Toolbox” within the PLCs to align and support targeted intervention.

Category D: Standards-Based Learning: Assessment and Accountability

Areas of Strength

- All PLCs use the 5 step data team process to collect, disaggregate, analyze, and report student performance to stakeholders.
- Freshman Academy and Middle School developed continuity within grading and course content where student expectations are clear and consistent.
- HHIS collects and analyzes data from a variety of sources.
- Data acquired from student assessment is used to modify teacher instruction and practice.

Areas of Growth

All HHIS personnel need to:

- Use a universal screener to identify who should qualify for RTI Tier 2 services.
- Implement a system of effective RTI for academics and behavior to better meet the needs of all students; ensure that tier 2 interventions are used consistently for struggling learners.
- Align grading policies across grade levels and content areas.
- Work on providing timely, descriptive, and specific feedback on the GLOs.

Category E: School Culture and Support for Student Personal and Academic Growth

Areas of Strength

- The school provides an array of instructional settings and options to enhance school success. e.g. ALC, the Farm, SMC, after-school enrichment programs.
- The school has a rich resource of counseling and School Based Behavioral Health personnel to support the socio-emotional needs of all students.
- The newly initiated schoolwide Advisory Program holds promise for deeper and broad-based personalization of services for all students.

Areas of growth

All HHIS personnel need to:

- Continue to incorporate ongoing and systematic professional development to address student academic delays. Ensure that the RtI process is data driven and integrated with a system of formative assessment to assure academic progress for students with academic lags.
- Continue to find ways to recognize and celebrate academic, artistic, athletic, etc. achievement to the broader community.
- Provide students with additional extended academic and behavior support.
- Expand communication with parents to assure frequent contact especially when academic and behavioral concerns arise.

Schoolwide Areas of Strength

Schoolwide Areas of Strength

1. The reputation of the school has been transformed and *Dragon Pride* now defines how the student/community perceives the school. Students recognize and appreciate the staff's efforts to engage them in relevant learning experiences.
2. Students and staff contribute to a strong sense of culture; the school community is empowered by *Dragon Pride. Mana* is obvious and felt by those entering the campus.
3. The school uses a decision making process that is inclusive, efficient, and supports the school to move forward.
4. Teacher leaders are commended for their high degree of professional commitment to the school.
5. ILT and PLCs are committed to the best interest of all learners, which has greatly improved the school's reputation.

Schoolwide Critical Areas for Follow-up

HHIS administration and faculty need to:

1. Continue to nurture a climate on campus that promotes, encourages, and instills values of independence, intrinsic motivation, and personal accountability that exemplifies respect and aloha.
2. Define what rigor in curriculum, instruction, and assessment looks like and translate it into classroom practice while building an effective RtI program that addresses both academic and behavior needs to ensure that all students show improved academic, social and emotional growth.
3. Provide all students an active voice in self assessing their progress, providing feedback on their work, building ownership, and ensuring they understand what quality work looks like, feels like, and sounds like.
4. Create interdisciplinary units by leveraging CTE pathways to support student engagement through real-world experiences.