WAI‘ALAE SCHOOL

SELF STUDY
AND
SCHOOL IMPROVEMENT
PLAN

SCHOOL YEAR 2005-06

Wai‘alae School
1045 19th Avenue
Honolulu, Hawai‘i 96816
SELF-STUDY COMMITTEE MEMBERS
WAI‘ALAE SCHOOL 2005-06

MISSION AND GOVERNANCE
John Basdavanos ...........................................Board Member; Parent
* Kathy Tibbetts ...............................Former Community Board Member; Former Parent
Sjasti Los Banos .................................................Faculty, Kindergarten; Parent
Robert Whiting ............................................................Director of Holy Nativity School

STUDENTS
Lisa Craig ...............................................................Faculty, Special Education
Mark Guillermo ..........................................................Counselor
Lisa Hendricks ............................................................Faculty, Special Education
Becky Larson ...............................................................Faculty, Grade 4
* Annette Masutani ........................................ Dean of Student Services; Former Faculty, Grade 1;
  Interim Chief Educational Officer (’03 - ’04); Former Parent
Casey Rahmanian ..........................................................Faculty, Grade 1
Audrey Sakai-Smith ..................................................Student Services Coordinator
Debbie Zimmerman .....................................................Parent

CURRICULUM, INSTRUCTION AND ASSESSMENT
Suzanne Bernstein ..........................................................Faculty, Grade 4
Kelly Czubko .............................................................Faculty, Grade 1
* Susie Kim ...............................................................Faculty, Grade 3
Denise Konan ..............................................................Parent
Jodie Nakamitsu .........................................................Faculty, Kindergarten; Former Parent
Lloyd Nakamura ..........................................................Faculty, Grade 3
Valerie Nishida ..........................................................Faculty, Grade 4
* Ian Okamoto .............................................................Faculty, Kindergarten; Board Member

* Self-Study Committee Chairperson
HEALTH AND SAFETY

*Lisa Browning ..................................................Parent
Tony Gonsalves .................................................Parent
Denise Kealoha ..................................................Faculty, Grade 2
Jennifer Macagnone ..........................................Former Parent
Lauren Parks ....................................................Faculty, Grade 2; Parent
Jo Ann Yamane ..................................................Faculty, Grade 5

FINANCIAL RESOURCES

Melanie Ching ...................................................Faculty, Grade 5
Camille Lee .......................................................Friends of Wai‘alae School; Parent
* Sandy Muraoka ...............................................Business Manager; Former Parent

HUMAN RESOURCES

Chris Au .........................................................Faculty, Grade 1; Parent; Former Board Member
* Richard Girton ................................................Board Member; Parent
Wendy Lagareta ................................................Chief Educational Officer
Camille Lee .......................................................Friends of Wai‘alae School; Parent
Robert Watada ...................................................Board Chairman; Former Parent
Joan Yoshida ....................................................SASA; Former Parent
Shirland Yoshimura ...........................................Faculty, Grade 5; Former Parent

PHYSICAL RESOURCES

Pam Igarashi ......................................................Faculty, ESLL; Former Parent
Charlotte Lindsey-Reyes .................................Facilities Manager; Former Parent
* Christy Mellen ................................................Faculty, Grade 3
* Melissa Perron ................................................Faculty, Grade 4
Yvonne Wakata ..................................................Faculty, Grade 3

SCHOOL COMMUNITY

Tiffany Kalahui ..................................................Faculty, Technology Coordinator; Parent
Dexter Kishida ....................................................Food Services Manager
* Melanie Sumida .............................................School-Parent-Community Networking Center Coordinator; Parent
Russ Sumida .....................................................Friends of Wai‘alae School; Parent

* Self-Study Committee Chairperson
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PREFACE

Waiʻalae Elementary Public Charter School is a kindergarten through grade 5 school located in the Kaimuki area of East Honolulu. The surrounding residential neighborhood that overlooks the Pacific Ocean with views of Diamond Head is composed mainly of single-family residences. Families in this quiet community come from predominantly middle income households.

In 1999, Waiʻalae became a New Century Public School. One of two conversion charter schools, Waiʻalae differs from most other charter schools in the state in that is occupies an existing public school facility and still serves students who live within the school’s old geographic boundaries. As a tax-supported public institution, the school is free to expend its funds to support its needs and priorities in accordance with established procurement laws and practices. With greater autonomy for school-based decision-making, the school continues to pursue its Mission and Vision of public education.

Waiʻalae’s enrollment over the past years has remained stable with approximately 455 students currently enrolled in kindergarten through grade 5. Approximately 50% of Waiʻalae’s enrollment consist of students from outside the school’s geographic boundary. Waiʻalae students are of diverse ethnic backgrounds which include Asian, Caucasian, Hispanic, Pacific Islanders, Filipino, Portuguese, African American, and Native American. During school year 2004-05, approximately 4.4% of the students qualified for special education services and 15.5% for English as Second Language Learners (ESLL) services. While the number of students receiving special education services has remained relatively unchanged over the past three years, there has been a steady increase in the number students receiving ESLL services. There have been no significant problems with student conduct and Waiʻalae’s daily attendance rate (96.8%) remains above the state standard. Children who reside within our geographic boundaries and remain in the public school system after grade 5 usually attend Kaimuki Middle School.

To reflect the school’s beliefs that learning is social and constructed through active participation in multiple and varied experiences, children are grouped heterogeneously by grade levels. Class size is kept low with the average for kindergarten at 18:1 and 20:1 for grades 1-5. Though
enrollment fluctuates from year to year, every effort is made to maintain four classes per grade level. Presently, there are four classes per grade level in grades kindergarten through grade 5.

As a public charter school, our students are expected to meet Adequate Yearly Progress (AYP) goals under the “No Child Left Behind” law. Each Spring, students in grades 3, 4, and 5 take the Hawai‘i State Assessment (HSA). Reading, writing, and mathematics content areas are assessed through standards based and norm referenced sections of the test. While 3rd and 5th graders have been taking the HSA for the past three years, school year 2004-05 was the first year the test was administered to 4th grade students. Waiʻalae has consistently maintained an AYP “Good Standing, Unconditional” status.

Our faculty is comprised of 23 full time teachers. Eleven teachers have been at Waiʻalae seven or more years and were hired prior to our conversion to Charter School status. These 11 teachers were originally DOE employees and still retain their seniority status under that system. Of the 12 remaining faculty members, seven have been at Waiʻalae two or less years. Five of the 12 were originally hired from out of state. In addition to regular instruction, there are three full time and one part time special subject teachers. The special subjects are music, physical education, art and Hawaiian studies. All students participate in special subject classes throughout the school year. Our support services department includes two full time special education teachers, a full time ESLL teacher, four full time educational assistants, a full time counselor, and a full time student services coordinator. The support services department is led by the dean of students.

Parents and community volunteers are actively involved at the school. They enhance the learning environment through their engagement in a variety of projects. Volunteers work with students, assist with clerical tasks, fundraise, and participate in other projects and activities. Parents get involved through organized groups such as the Friends of Waiʻalae School (FWS), classroom learning hui, and governance boards and committees. The school is host to the Fellowship Education Lifelong Learning Opportunities With Seniors (FELLOWS) program. FELLOWS is for active seniors in our community interested in helping children and schools. Members provide tutoring, mentoring, assistance, and love to Waiʻalae students.
Significant developments since the last visit

In August 2003, the Chief Educational Officer (CEO) resigned after five years tenure at Waiʻalae. An interim CEO was installed for school year 2003-04 while the Waiʻalae School Board (WSB) began its search for a new leader. During that school year, other significant changes occurred as well. Five classroom teachers, a student services coordinator, a full time special education teacher, and a full time special educational assistant were hired during the summer to fill open positions for the new school year. By October, three classroom teachers resigned and emergency placements were hired to fill those positions. Our facilities manager, of over ten years, also resigned as a result of potential changes to her civil service status. Fortunately for the school, she returned after several months’ absence. Changes to the civil service status of our cafeteria staff resulted in the loss of the entire food services department.

In addition, in September 2003, the Hawaiʻi State Department of Education (DOE) notified Waiʻalae School that they would no longer provide food service from the on campus kitchen. Our cafeteria manager, who had been with the school for over 15 years, and the rest of her hard working, dedicated staff were transferred to DOE schools. Administration and parents searched for a permanent solution to provide fresh, nutritious, hot meals prepared on site. In the interim, a private caterer was contracted. In May 2004, the school entered into a partnership with Sodexho Campus Services. School year 2004-05 began with a new dining hall staff, remodeled school kitchen and new food service programs.

In September 2004, one month after the start of the school year, our new CEO was hired. She was unlike previous CEOs in that she had no DOE experience. Instead, she infused the school with
new perspectives on the institutionalization of education drawn from the wealth of experiences she acquired as an educator and leader in the independent schools community. Clearly, her first challenge was to build common understandings and ground herself and the faculty in shared beliefs and goals. Throughout the 2004-05 school year, a well respected local educator facilitated the CEO, faculty, and staff in numerous discussions focused on our school’s Mission and Vision, Student Outcomes, and how they might manifest themselves in our curriculum, instruction and assessment. The Mission and Student Outcomes (previously Expected School Wide Learning Results — ESLRs) were reviewed and re-defined. By October 2005, the newly revised Mission Statement had been fully adopted by the school community. The re-defined Student Outcomes will be shared with the WSB and school community in the near future.

While a long way from being complete, the Global Focus, an articulated kindergarten through grade 5 curriculum framework, was created in the spring of 2005 by the CEO and faculty in response to the need for a well-articulated, integrated, spiraled and scaffolded curriculum. The foci of the framework are three essential questions. Each grade level’s curriculum addresses one of these questions: kindergarten, Who am I?; grades 2-4, Where did I come from?; and grade 5, What is my purpose? Content area elements of the Global Focus framework are based on integrated science and social studies units that are spiraled from kindergarten through grade 5. Yearlong curriculum and assessment plans for each grade level are directly based on the Global Focus. (See appendix.) These plans identify how each grade level will implement their portion of the framework. Throughout school year 2005-06, grade levels will create quarterly unit plans that delineate curriculum, instruction and assessment practices. In addition, faculty and CEO worked toward a broader definition of “student centered” educational approach to include “center-based” strategies. Faculty and administration agreed that each classroom would include at least one center to foster more independent, self-motivated student learning activities.

During the 2004-05 and 2005-06 school years, the CEO and faculty refocused their attention on the expectation of the Charter document to implement thematic units based on science and social studies and to integrate them into content areas. In addition, the CEO began a discussion with the faculty on possible implementation of multi-age classrooms and team teaching approaches. Discussions of project-based science using a garden/environmental focus have begun with environmental education and sustainability as overarching principles. Two professional development workshops on inquiry-based science were held in Fall 2005.

Reading, writing, math and assessment cadres were formed and assigned specific responsibilities during school year 2004-05. [School Improvement Plan (SIP), SY2004-05].
Cadres were made up of faculty members with an emphasis placed on having representation from each grade level. These groups investigated topics identified in the School Improvement Plan (SIP) and made recommendations to the faculty. In certain situations, cadres had the ability to make programmatic decisions. An example of this was the selection of the school’s new k-5 math program. A criterion was created, based on our school’s beliefs about learning, and used in the review of programs and final selection process. After months of research and discussion, the team officially selected the Math Learning Center’s *Bridges to Mathematics* (grades k-2), *Opening Eyes to Mathematics* (grades 3-4) and *Visual Mathematics* (grade 5) programs. Professional development training began for approximately half the faculty during June 2005 and continued on into the new school year. Implementation of the new math program began in 2005-06. In November 2005, a science cadre was formed to identify and review existing science content and instructional practices in place and recommend a school wide approach to inquiry based science.

**Status of Action Plan goals/critical areas of follow-up**

**Explore ways to include student participation from grade K-2 in school decision-making.**

Steps were taken in kindergarten to 2nd grade to involve our youngest students more fully in day-to-day decisions within the classroom settings to prepare them for greater participation in school wide decisions.

**Inter and intra grade level dialogue may be beneficial in promoting understanding of the ESLRs and GLOs.**

ESLRs were addressed in SY2004-05 work with educational consultant as mentioned previously. (See appendix.) Student Outcomes have replaced them. We haven’t formally looked at GLOs (General Learner Outcomes are part of DOE HCPS II) in relation to our new Student Outcomes.

Completing in progress projects such as handbook for FELLOWS; Board policy documentation and by-laws; handbook for Board members and glossary will facilitate the attainment of their number one goal, “to continue to educate all school community role groups on the Wai’alae School vision, mission, learning beliefs, and charter characteristics.”

- **Handbook for FELLOWS.** Completed SY2004-05.

- **Board policy documentation and by-laws.** Policies and by-laws have been reviewed, revised and adopted by WSB Board. (See WSB minutes 11/05.)
- **Handbook for Board members and glossary.** This project has been fully embraced by the WSB and is currently in progress. Completion is anticipated by the end of SY2005-06.

- **Analysis and synthesis of the information gleaned from the various accountability measures, i.e. parent survey, student survey, HCPSII results, audit reports, and student interviews could provide dimension and direction to Waiʻalae School improvements in totality.** Waiʻalae School has improved data gathering and is working toward better data-driven decision-making. Implementation of school wide assessment in SY2004-05 and continued in SY2005-06 are significant attempts to comprehensively gather data to inform instructional practices and decision-making. (See appendix for samples.)
Wai‘alae’s mission and vision statements have been central to school reform and governance for the past 15 years. The statements were created when the school first embarked on a serious reform effort that changed our direction, away from a traditional public school with its legacy of standardization, emphasis on dissemination of information, and teacher-centered instruction to one based on constructivist and child-centered philosophy and practice.

The school mission was revised in October 2005 to read as follows:

Wai‘alae Public Charter School is a student-centered school that honors the whole child. It is committed to nurturing a community of learners who strive for excellence and innovation, empowering all members of the community to actively engage in a democratic society.

The revised mission statement is better aligned with the vision and better portrays the uniqueness of the school. The revision process was led by the CEO and included the faculty and staff. The process was facilitated by a well-respected educational leader in the state. A process is being developed for its periodic review and revision.

Wai‘alae’s vision is really the guiding document for policy and practice at the school. The vision is that students are (a) well-rounded and capable of multiple dimensions, (b) self-confident risk-takers, (c) creative problem-solvers, (d) collaborative, and (e) socially-responsible to others and the world. The school’s vision has been revisited on numerous occasions since it was developed and is still viewed as vital. However, no specific procedure or requirement for periodic review is in place at this time. Both the mission and vision statements are published in the school brochure and in the student/parent handbook. They can also be found on the school website.

Board policies are consistent with the mission statement, but they are written more specifically toward the vision elements which are used to introduce each policy statement. They include accountability for the achievement of the vision on the part of all school community members. Procedures and decisions at all levels of the school (board, administrative, and classroom) are
meant to be tested against the vision to ensure that they are consistent with the intent and the achievement of the vision for all children.

The instructional program (e.g., curriculum, instruction, and classroom management practices) is developed collaboratively by teachers and students. The instructional program specifically addresses all the vision elements while responding to the needs and interests of individual children and groups. It also includes opportunities for children with different learning styles and strengths to grow and demonstrate their achievement and is designed to meet or exceed state content and performance standards.

The vision statements were used to develop the school policies, most recently the enrollment policy. As a result of NCLB rules allowing students in “Needs Improvement” schools to transfer with the highest priority for new students there was substantial discussion about how the school should respond to a possible influx of students from more impoverished backgrounds. In the context of WSB meetings, members of the school community talked about the possible impact on curriculum and instruction if there were significant changes in the preparation of students. The Board came to agreement that it was our privilege and responsibility to respond to the needs of all students who sought enrollment at the school and that, if we are to meet our own expectations of ourselves as a socially-responsible institution, we needed to embrace all students. This position is reflected in the enrollment policy. *(Source: board policy document)*

**Summary**

Waiʻalae’s vision statement has been central to school reform and governance for the past 15 years. Waiʻalae’s vision is really the guiding document for policy and practice at the school. The vision is that students’ are (a) well-rounded and capable of multiple dimensions, (b) self-confident risk-takers, (c) creative problem-solvers, (d) collaborative, and (e) socially-responsible to others and the world. The school’s vision has been revisited on numerous occasions since it was developed and is still viewed as vital. The school mission statement (“to prepare students to engage productively in a democratic society”) is being revised to better align with the vision and to better portray the uniqueness of the school.
Areas of strength

The school’s strength lies in a robust and compelling (if somewhat ambiguous) vision statement that has provided guidance for over 15 years. This strength could be enhanced by the following steps.

Areas in need of improvement

- Replace the existing mission statement with one that is less ambiguous, more in line with the vision statement, and more representative of the school’s uniqueness.

- Develop and publish a document that elaborates on the vision statement. This is needed because turnover in the board, school administration, faculty, and parents have left many without the shared understanding of the vision statement’s deeper meanings and implications for decisions which were evident to the original authors.

Governance

In accordance with Hawai‘i charter school law, our Board includes representatives from the faculty, parents, and broader school community. The WSB is comprised of the school’s CEO, a member from the non-classified (school support) staff, up to three faculty members, up to three parent members, and up to three community members. Member selection varies by the role group and is determined by each group. Faculty members are volunteers. Parent members are self-nominated or nominated by other parents and are selected by a vote of the Friends of Wai‘alae School (comparable to a PTA organization). Community members are nominated by the other board members and are elected by the Board. The CEO member is the incumbent CEO and the non-classified member is a volunteer from among that group. While consistent with the consensus-based approach to decision-making of the Board and with state law, the approach to member selection does not ensure a strategic selection of members based on the need for particular talents. (Sources: discussion during facilitated board training, board self-evaluation survey results, Legislative Auditor’s report)
There has been no systematic orientation for incoming board members or set of materials for their review (beyond the by-laws and policy documents). Board training has been conducted on an ad hoc basis determined by the perceived needs of board members. In addition, Waiʻalae School sponsors the participation of board members in the annual workshops for Heads and Trustees organized by the Hawaiʻi Association of Independent Schools (HAIS). The content of these workshops is determined by HAIS and varies from year to year. It has not been specific to the needs of the Waiʻalae board. This ad hoc approach to orientation and training does not adequately prepare new members for effective participation, and they may flounder for a while as they struggle to intuit their role and purpose. (Sources: same as above)

There are currently no systematic procedures for evaluation of the board. During the 2004-05 school year concerns about the effectiveness of the board (expressed by board members) caused the Board to complete a self-evaluation instrument (from the NAIS website) and to engage a consultant to assist in evaluating and improving board processes and effectiveness. The work of the board with the consultant began in July 2005.

The CEO updates at each board meeting are intended to keep the board informed about the educational program and the issues and needs faced by the school in its daily functioning. However, it has become apparent that a number of changes to key features of the educational program were not communicated to the board by previous incumbents. The board and the CEO need to establish guidelines to help the CEO know what information needs to come to the board and to help board members reach a shared understanding of which decisions belong to the board and which belong the school leadership.

Historically, information from the annual report of school operations and effectiveness was presented by the CEO and faculty but the comprehensiveness of this report has diminished over recent years as revisions to state laws have proscribed the format and content of the school’s annual report. This was allowed to happen as the board reduced its emphasis on and location of resources to this reporting. As a result, the discussion and deliberate use of information about school effectiveness to guide governance and planning has also diminished. (Source, annual reports spanning last several years)

The board communicates its role and actions to the school community through its by-laws and board minutes (sometimes referred to as “group memory”). In the 2004-05 school year, the board did not ensure that these were distributed directly to faculty through their in boxes (as was the practice in recent years) and no one took responsibility for posting minutes to the Waiʻalae School
website for access by families and the general public. The issue of the purpose of the board meeting minutes, the audience for the minutes, and the degree to which they should represent discussion (vs. simply reporting decisions) has been a topic of concern at recent board meetings. It is the expectation of the board that this issue will be resolved through the board development process begun in July 2005. Despite this situation, in the parent survey completed in Spring 2005, 61% of parents indicated that they are satisfied or very satisfied with governance by the board. An additional 22% indicated that they were “not sure.” (Sources: discussion during facilitated board training, board self-evaluation survey results, Legislative Auditor’s report, 2005 parent survey responses)

The board primarily addresses need for change as issues in the environment arise. In recent history, the board has not engaged proactively in strategic planning. As a public school that cannot charge tuition and fees, some of the traditional development and planning activities of governing boards, while not irrelevant, are not as pressing as in a private school context. Evaluation of the academic program is conducted by the school administration and faculty. The board has a standing finance committee that works with the CEO on the development of the budget (including funding strategic priorities), monitors actual spending in relation to the spending plan, and is responsible for ensuring that a fiscal audit is conducted that is in compliance with state laws. The board has not seriously engaged in the development of a financial base independent of the funds received from the state. The adequacy of the facilities and grounds was last assessed several years ago and has not been repeated on a regular basis.

The board has not formally evaluated the CEO in at least five years. As the sole employee of the board and the chief conduit for information and policy implementation, the CEO role is critical to the success of the school and the effectiveness of the board. A well-developed CEO evaluation process would serve the dual functions of communicating the board’s expectations to the CEO and helping the board fulfill its fiduciary responsibilities. As this report is being written, a process for the CEO evaluation is being developed and implemented. With the hire of the current CEO at the beginning of the 2004-05 school year, the board initiated a five-year contract, based upon mutual satisfaction of the board and the CEO at the end of the first year. While there is no apparent reason to not extend the contract beyond the first year, the contract has been extended without the benefit of a formal evaluation process.

Effectiveness of policy-making and governance by the board could be enhanced by the following actions (some of which are underway).
Summary

The strengths of the Wai‘alae School governance include the passion and commitment of the individuals involved. WSB members have been instrumental in the development and passage of Hawai‘i state laws that created first School Community Based Management (SCBM) and later charter schools. However, as the context has moved from one of creating a context for local control to the ongoing work of school governance, the role and responsibilities of the board have changed. The board is currently revisiting assumptions about its role and responsibilities, the structures necessary to execute these, and the recruitment and development of board members to ensure that the board possesses the necessary knowledge and skills to fulfill its mission.

Areas of strength

The strengths of the Wai‘alae School governance include the passion and commitment of the individuals involved. Examples of this include, but are not limited to the following.

- The leadership of Wai‘alae School has been instrumental in creating systemic reform in public education in Hawai‘i — starting the school-community based management initiative and then advancing that to the creation of charter schools.

- The commitment to consensus-based decision-making is also an area of strength, although implementation has sometimes been flawed. Consensus-based decision-making is consistent with core values around inclusion and respect for differences and social responsibility.
Areas in need of improvement

As the role and responsibilities of the board have increased, the following opportunities for improvement have emerged.

- Implement an annual CEO evaluation process that is consistent with best practices for the evaluation of educational personnel to provide guidance to the CEO and ensure that the board exercises its fiduciary responsibility.

- Review and revise board by-laws and procedures to reflect the evolving role and responsibility of the board and establish best practices.

- Establish a board development committee as a standing committee to
  - evaluate board functioning,
  - identify needed talents among board members, and
  - develop and implement systematic mentoring and training of new and continuing members (including the development of a handbook for all board members).

- Agree on the role of board meeting minutes and mechanisms for communicating board discussion and decisions to the wider community.

- Improve record retention practices to ensure easy retrieval of current and historical documents.

- Establish a standing committee of the board to ensure the flow of accurate and complete information about school performance to form the basis for strategic decision-making by the board.

- Monitor board decision-making to ensure that consensus-based decisions are authentic and based on complete information and effective participation of all members.

- Establish an annual board retreat to review information on school effectiveness, implementation issues, emerging theory and research relevant to the school’s educational philosophy and practice, and other environmental factors. Use this information to establish or review short-term and long-term strategic directions and goals.

- Review the role and responsibilities of the board in relationship to strategic planning and development of a financial base for the school, leading to a statement of the board responsibilities and a plan for meeting these.
Waiʻalae Public Charter School Mission Statement

Waiʻalae Public Charter School is a student-centered school that honors the whole child. It is committed to nurturing a community of learners who strive for excellence and innovation, empowering all members of the community to actively engage in a democratic society. [Revised 2/05. Adopted by faculty 9/05. Adopted by WSB 10/05.]

Beliefs About How Children Learn

In the spring of 1998, the faculty reexamined and then reaffirmed its collective belief about how children learn. These beliefs form the core of the school’s philosophy of learning and define what the teachers value as “best practices” to be used in the classroom.

◆ Learning is social.
◆ Learning occurs in different ways and at different rates (including developmental).
◆ Learning takes place in a safe, supportive, and stimulating environment.
◆ Learning is the construction of knowledge and the making of meaningful connections through active participation.

In May 2005, (faculty meeting notes 5/25/05) the faculty and administration worked with the facilitator to reaffirm these beliefs and to determine how these beliefs are manifest in the curriculum, instruction and learning environments. The faculty was asked to redefine how children learn best and articulate what outcomes we expect for our students. These were the results of that conversation.

◆ Learning is experiential and requires manipulatives and doing. Natural consequences are the results of experiential learning.
◆ Learning is social. Children want to relate to each other.
◆ Learning is developing meaning. It requires authentic/real experiences.
◆ Children learn best when they have a choice.
◆ Learning is developmental. It is growth over time and may occur differently and at different rates for different students.
◆ Learning is scaffolded. It is constructed from previous learning.

From this discussion, the following learning outcomes were identified as the desired qualities of Waiʻalae students and faculty.

Waiʻalae School seeks to develop individuals who demonstrate the ability to be collaborative, resourceful, effective communicators, socially responsible, self-motivated, reflective thinkers, and spirited individuals.
**Student Learning Outcomes**

**Collaborative.** Faculty and students are provided opportunities to collaborate. Collaboration should be evident in the final outcome of projects, research, or events and demonstrates that faculty or students have worked together effectively. Collaboration requires preparation and modeling. Authentic collaboration requires real problems for solution.

**Resourceful.** Ample resources are available and they are organized in such a way that students can be independently resourceful. Students are provided with experiences that enable them to discriminate as to which resources are reliable. Student can determine and provide evidence of resourcefulness in achieving goals.

**Effective Communicator.** The faculty models effective communication. Students and faculty are given opportunities to show how they are effective communicators through display of projects and research, art, music, dance and other means.

**Socially Responsible.** Students and faculty are given opportunities to demonstrate social responsibility. This is provided for in the classroom through daily participation in routines, care of pets and the environment, solving classroom issues, peer editing, and outside of the school environment.

**Self-motivated.** Students and faculty are provided opportunities to take initiative. Faculty provides students with opportunities to make choices about their learning, values their interests, and provides for self-directed learning.

**Reflective Thinker.** Time is provided to both students and faculty to reflect on learning. Opportunities and structure are provided to develop criteria for quality work.

**Spirited.** Faculty and students are provided opportunities for fun and challenge!
## Waiʻalae School Board

*(revised 2/06)*

### 2005-2006 School Year

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone (D) DAY</th>
<th>Phone (N) NIGHT</th>
<th>Fax</th>
<th>Email Address</th>
<th>Role Group</th>
</tr>
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<tbody>
<tr>
<td>John Basdavanos</td>
<td>D: 341-4880</td>
<td>N: 235-9978</td>
<td>373-3935</td>
<td><a href="mailto:jbas@hawaii.rr.com">jbas@hawaii.rr.com</a></td>
<td>community</td>
</tr>
<tr>
<td>Richard Girton</td>
<td>D: 291-1547</td>
<td>N: 395-9075</td>
<td>395-9075</td>
<td><a href="mailto:girton@hawaii.rr.com">girton@hawaii.rr.com</a></td>
<td>parent</td>
</tr>
<tr>
<td>Wendy Lagareta</td>
<td>D: 733-4880</td>
<td>N: 386-5330</td>
<td></td>
<td><a href="mailto:wendy_lagareta@notes.k12.hi.us">wendy_lagareta@notes.k12.hi.us</a></td>
<td>administration</td>
</tr>
<tr>
<td>Mary Lucasse</td>
<td>D: 523-9833</td>
<td>N: 944-8921</td>
<td>528-1656</td>
<td><a href="mailto:Mlucasse@bnbe-law.com">Mlucasse@bnbe-law.com</a></td>
<td>parent</td>
</tr>
<tr>
<td>Ian Okamoto</td>
<td>D: 733-4880</td>
<td></td>
<td></td>
<td><a href="mailto:ian_okamoto@notes.k12.hi.us">ian_okamoto@notes.k12.hi.us</a></td>
<td>teacher</td>
</tr>
<tr>
<td>Bob Watada</td>
<td>D: 586-5985</td>
<td>N: 396-2084</td>
<td></td>
<td><a href="mailto:watada@flex.com">watada@flex.com</a></td>
<td>community</td>
</tr>
<tr>
<td>Joan Yoshida</td>
<td>D: 733-4880</td>
<td>N: 351-4886</td>
<td>733-4886</td>
<td><a href="mailto:joan_yoshida@notes.k12.hi.us">joan_yoshida@notes.k12.hi.us</a></td>
<td>classified staff</td>
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</table>

Alex Baker: student representative
STUDENTS

Criterion: Your school’s culture and the characteristics of the student body are consistent with the school’s mission. Student activities and support services meet the needs of all students.

As a socially responsible academic institution that embraces all students who seek enrollment at our school, we celebrate the diversity of our student body. This diversity truly speaks to our democratic beliefs and public school status in our community. Classrooms consist of heterogeneous groupings, so ability levels are not a contributing factor to determine whether students will be enrolled or not.

Our children come from a variety of ethnic backgrounds. 33.7% of our students are Japanese, 17.3% Caucasian, 9.5% part-Hawaiian, 8.3% Chinese, 5.5% Filipino, 3.3% Korean, 1.7% African American and 20.7% other. Students come from different socioeconomic backgrounds as well, with 20% of our current students qualifying for free or reduced lunch. Within our student population we currently have 3.8% involved in the special education program and 14.4% involved in the English as Second Language Learners (ESLL) program. Along with all of the students to whom Wai‘alae is their home school, we also accept many students on geographic exceptions (G.E.). Over 50% of Wai‘alae’s student body comes from geographic exceptions.

Over the past six years, the composition of our school has changed, more significantly in some areas than in others. Since 1999, special education numbers have dropped. In school year (SY) 1999-00, 45 students were in special education. This number has dropped steadily and for the school year 2005-06, 17 students are part of the special education program. This differs greatly from the ESLL population. In school year 1999-00 only 17 students were part of the ESLL program. In school year 2005-06, there are 63 students in ESLL.

Overall enrollment has remained fairly steady at approximately 438 students per year. Through word of mouth promotion, Wai‘alae continues to attract a large number of geographic exceptions and an increased ESLL student population. We also have siblings of current students.
enrolling at our school. The retention rate at Wai‘alae is low. Only two students were retained during SY2001-02, only one student in school year 2002-03, and four students in school year 2004-05. Wai‘alae looks at each child, case by case, to determine whether retention is appropriate for that student or not. [School Status and Improvement report, Wai‘alae Public Charter School Trend Report, ESL data, No Child Left Behind report, School Quality Survey]

Wai‘alae fosters positive interactions between adults and students by offering different programs. Our counseling program and Helping Our Keiki Understand (HOKU) provide students with behavioral support. The FELLOWS program offers students additional mentors. These senior volunteers are trusted adult advocates for our children.

In the classroom, positive interactions between students are fostered in the ways teachers incorporate the school’s vision into their everyday curriculum. In class, students take risks and problem solve in groups, collaborate on projects, play games together in socially responsible ways and work independently in learning centers throughout the classroom. [Wai‘alae PCS Comprehensive Student Support System brochure]

The school promotes respect, trust, and support in many different ways. As previously mentioned, our HOKU and counseling programs help students to accomplish these goals within the school setting. Moreover, Wai‘alae is focused on building trusting relationships with students’ parents. Parents are given information about their student(s) at our goal-setting conferences, progress reports and informal conferences requested by parent or teacher. They are also given general school information through our weekly newsletter— Backpack Express, and our monthly newsletter— Windows of Wai‘alae. New parents to Wai‘alae are invited to attend an orientation meeting, and new kindergarten parents attend a kindergarten orientation as their child joins our school community.

Friends of Wai‘alae School (FWS) is an active parent group that helps parents get involved and brings families together to share in their mutual interest of improving student resources, experiences, and outcomes. Parents are also encouraged to actively participate in the classroom through classroom Learning Huis.

Our full time School-Parent-Community Networking Center (SPCNC) coordinator provides communication between school, home and community. The coordinator also facilitates all volunteer activities which includes the FELLOWS program, the Learning Hui program and community volunteers.
To foster communication among the faculty, faculty meetings, grade level articulation, grade level chair meetings and curriculum cadres are held to discuss school issues. School operations are discussed at a monthly key staffers meeting. To continue to create a supportive environment, more cross-grade level and cross-program communication needs to be facilitated. [Wai'alae PCS Comprehensive Student Support System brochure, Committee Survey results, School Quality survey]

Wai‘alae’s behavioral expectations are communicated to parents and students through our student handbook which is provided to each family annually. We are currently working on improving our behavioral system by implementing a Positive Behavior Support (PBS) program school-wide. By implementing PBS, Wai‘alae will have school-wide consistency in handling behavioral expectations and consequences. We will also be determining which behaviors should be handled in the classroom, and which should be sent to the office, so that our resources can be fully utilized, but not misused. Along with implementing PBS, we have realigned our referral forms with the Safe School Information System (SSIS) and continue to enforce our attendance and tardy policies using the Elementary School Attendance Program (ESAP). [Committee Survey results, Student/Family Handbook, Referral Forms]

Wai‘alae embraces the diversity of its school community and works on fostering the understanding of diversity in its classrooms. All students, kindergarten through 5th grade participate in Hawaiian Studies class to learn about local culture, customs and history. In 5th grade, students learn about the multiple intelligences to increase awareness of how they learn best. This assists teachers in creating lessons that honor different learning styles. Teachers are continuously learning more about diversity so that it can be implemented into their classrooms. [Wai'alae PCS Comprehensive Student Support System Brochure]

The procedures for determining which programs are offered resulted after reviewing the whole child’s needs and following the vision/mission of Wai‘alae PCS, as well as looking at Hawai‘i’s educational standards. Wai‘alae staffs and funds the following programs: physical education, music, art, Hawaiian studies, technology education, and a library. Other co-curricular programs that are offered are Junior Police Officers and Student Council. All co-curricular programs, designed to complement the learning in each classroom, are guided and evaluated by Hawai‘i Content and Performance Standards. [Wai'alae PCS Comprehensive Student Support System Brochure]
Waiʻalae follows the referral process for school level services as defined by Comprehensive Student Support System (CSSS). CSSS is designed to be a single point of entry system where a student receives services following a progressive line of inquiry, screening, intervention and documentation. Initially a referral for assistance is created based on documentation of academic and behavioral concerns and classroom interventions that have been tried. This data is reviewed by the Student Services Coordinator (SSC). An initial core meeting with the teacher, and any significant school personnel, is held to determine what additional school level services are necessary. Should concerns continue after the core meeting, or if the student’s needs exceed school level services, a student support team meeting is held. This meeting includes the parents/guardians and determines what long-term behavioral or academic interventions need to be put into place.

Counseling and guidance is also proactive through a number of services. We offer PBS, HOKU, ESAP, individual student planning, teacher and staff consultation, curriculum assistance, and the delivery of targeted guidance topics by grade level or classroom as requested by teachers. [Waiʻalae PCS Comprehensive Student Support System Brochure]

Summary

Waiʻalae’s culture supports its diverse community of students through a variety of curricula, after-school programs, and its Comprehensive Student Support System. The school has made it a priority to provide activities and services to nurture the development of the whole child. Work on monitoring student progress, improving transitions between grade levels and schools, and increased communication has already begun. Community feedback at the WASC Open Forum aligned with the areas of improvement identified by the Students Committee. There is a need to more fully integrate each aspect of Waiʻalae’s CSSS and the school-wide behavior support plan with faculty, staff, parents, and students and to coordinate efforts with Waiʻalae’s SPCNC in order to broaden communication venues with the school community.

The Student Support Services Team collected, reviewed, and analyzed a range of school-wide data and program specific data. This information was given to the Student Committee, made up of Support Services members, classroom teachers, and a parent, for further analysis, evaluation, and write up.
The following data sources were used:

- SSIR: School Status and Information Report
- SQS: School Quality Survey
- School Profile Data
- NCLB Report
- HSA Test Results
- CSSS Brochure
- Student/Family Handbook
- Wai‘alae PCS Trend Report
- ESL data
- SpEd data
- Student Committee Survey Results
- Referral Forms
- WASC Open Forum Feedback

**Areas of strength**

1) One of the school’s strengths is our co-curricular activities. Our special subject teachers work with the regular education teachers to complement the classroom curriculum. They strive to integrate art, Hawaiian studies, physical education and music with the general curriculum.

2) Wai‘alae also has a strong after school program that offers a variety of activities. Not only does Wai‘alae have an A+ program, but we also offer activities such as Japanese school, technology club, drama and dance class, ukulele class, band and private tutoring to name a few. This provides students with opportunities to further their learning outside the regular school day.

3) A positive environment has been created at Wai‘alae and this is shown by how comfortable our students are. Our students take pride in their education and feel comfortable enough to bring their concerns about the school to the School Board and to the entire faculty.

4) Wai‘alae embraces the diversity of its community. We teach our students to be more accepting of other people by teaching students about different cultures, ability levels and learning styles. Classrooms “visit” different countries and participate with classroom buddies, where upper grades buddy up with lower grades.

5) The Wai‘alae community has made an effort to keep class sizes small. This allows teachers to get to know the students better and allows teachers to better address student needs.

6) If teachers need extra support in the classroom, there are many adults on campus to assist students including our parent and FELLOWS volunteers.
7) Wai‘alae also has many specialists available; such as a counselor, behavioral health specialist, speech pathologist, occupational therapist, physical therapist, reading tutors and special education teachers to help address student concerns that go beyond the scope of the regular education teacher.

**Areas in need of improvement**

1) Student expectations need to be better communicated to parents, students and the faculty and staff. This concern is being addressed as we are implementing the PBS program, but it is still a work in progress. Along with this program, we will also need to provide training for the teachers so that they will know how to use our new referral forms and so that everyone has a clear idea of what our school expectations are. Also part of this process will be to look at the procedures currently listed in the student handbook, determine if the procedures are still appropriate, and then follow up to see if the procedures are being followed.

2) We would also like to find a way to better provide more parental support with education for our non-English speaking parents, since we have a very diverse school community.

3) Along with helping our parents, we also feel there is a need to develop a screening process for all new entering students so that they can be provided with the best learning environment possible. We would like to conduct new student testing in the areas of reading, writing and math to determine their current achievement levels and also get information about the student’s educational background. Additionally, we would like to take into account the language proficiency of our ESLL students.

4) To help our students become more independent, we would like to look into developing a school-wide peer mediation program to help teach our students how to resolve problems on their own.

5) It is also important for us to specifically define the supports of each program offered at Wai‘alae and to more clearly define the role of each program and personnel involved to help with better communication. This can be done by clearly explaining the CSSS process and defining each level of support.

6) To address the needs of our students, we need to provide the opportunity for our at-risk students to participate in a reading tutorial program.
Student Support Services

Wai’alae Public Charter School
Comprehensive Student Support System

“Together We Make a Difference for Every Child”

1045 19th Avenue Honolulu, HI 96816
Tel: (808) 733-4880
Fax: (808) 733-4886
What is Comprehensive Student Support System (CSSS)?

The goal of the Comprehensive Student Support System (CSSS) is to help children achieve in school. CSSS accomplishes this mission offering comprehensive, coordinated, integrated, and customized supports that are accessible, timely and strength-based. Our broad inventory of services is designed to develop competent students consistent with Wai’alae Public Charter School’s Vision and Mission.
(Refer to page 8 for Vision/Mission)

The Student Services Coordinator manages the Comprehensive Student Support System.

Critical Elements of Student Support

Six critical elements of student support are:

1) Personalized classroom climate and differentiated classroom practices
   » A nurturing climate with customized practices enables all children to progress and learn.

2) Prevention/Early Intervention
   » A full array of student support services are offered within the classroom and through school programs in order to decrease the need for higher level intervention in the future.

3) Family Participation
   » Families are included as full participants in the educational process of their children.

4) Support for Transition
   » Minimize interruptions in student learning and negative effects on student behavior.

5) Community Outreach and Support
   » Wai’alae actively communicates with and engages community agencies and support groups in partnerships that enhance school-community connections.

6) Specialized Assistance and Crisis/Emergency Support
   » Services and procedures are in place that might be needed in crisis and emergency situations involving students with intensive special Needs.
Educational Programs & Services
Offered to All Students During School Hours

**PHYSICAL EDUCATION:** Physical Education builds a foundation of appropriate instructional practices to promote and facilitate the attainment of movement skills, physical fitness, and the development and improvement of physical activity that will be maintained throughout life.

**MUSIC PROGRAM:** The music program is to develop in each student the ability to perform, create, understand and value music. During their music education in grades K – 5, students have the opportunity to sing, play instruments, read & notate music, compose & arrange music.

**ART PROGRAM:** The Art program allows children to experiment enthusiastically while they learn to work with various tools, processes, and media using art materials.

**HAWAIIAN STUDIES PROGRAM:** The Hawaiian Studies program is the study of Hawai’i’s physical and geological location and cultural heritage which includes simple Hawaiian phrases and vocabulary.

**TECHNOLOGY EDUCATION:** The technology program prepares students to use technology effectively and ethically to strengthen and enhance learning in the classroom, in daily life, and in future careers in an increasingly technological world.

**D.A.R.E. PROGRAM:** Fifth graders participate in the Drug Abuse Resistance Education (DARE) Program. This substance (cigarettes, marijuana, beer, wine, etc.) abuse prevention program is taught by specially trained DARE Officers in the classroom. It is a joint effort by the Police Department and the Department of Education to prevent substance abuse among students.

**JUNIOR POLICE OFFICERS (JPO):** JPOs provide the school with service by helping students out of their vehicles (at designated drop-off points) and/or helping students cross the street. Students in Grades 4 and 5 are eligible to become JPOs, based on teacher recommendation and parent approval.

**LIBRARY:** The library is an extension of the classrooms and supports the educational programs with over 3,000 books and other materials. Students, teachers, and staff are able to utilize the Library to expand their instruction and knowledge.

**HEALTH AIDE:** The School Health Aide provides emergency care for illness and injury.

**STUDENT COUNCIL:** The Wai’alae School Student Council is a co-curricular program in which students plan and implement activities for the students at Wai’alae School. The Student Council also provides students with a voice in the governance of the school.
After School Programs

* **A+ PROGRAM:** The A+ After School Program is for students whose parents work after school. It is coordinated by Wa‘ialae Public Charter School. Program hours begin from dismissal until 5:30pm on school days.

* **DRAMA & DANCE CLASS:** Students, grades K - 5, enrolled in Drama will learn important performing skills that will help their self-confidence.

* **UKULELE CLASS:** Ukulele for beginners with little or no experience. Learn basic strumming and picking.

* **HULA:** Boys and girls, 4 - 12 years of age, learn the basic fundamentals, songs, chants, ancient and modern styles of hula, and hapa-ha‘ole hula. (Beginner level)

* **ORCHESTRA:** Students, grades 2 - 5, will be able to read music, play a musical instrument, and perform a concert with other young musicians in just four months.

* **JAPANESE SCHOOL:** Students, grades K - 5, learn how to read, write, understand, and speak the Japanese Language.

* **SHAOLIN KUNG-FU:** This class, for children ages 7 - 10 years of age, teaches social ethics, fitness and basic self-defense through traditional Chinese martial art. Learning and practicing the Kung Fu exercises naturally improve health, coordination and flexibility.

* **FINE ARTS CLASSES:** Children, grades 1 - 5 work in mixed media where they cut and paste designs, discover patterns and create layered three-dimensional pieces.

* **TUTORIAL SERVICES:** Students, grades K - 5, enrolled in tutoring, will be provided with an individualized program of studies by caring, nurturing, DOE certified teachers in language arts and math.

* **PEACE TABLE PROJECT:** Peace Table Project is a conflict resolution curriculum that can help, by enhancing communication skills, co-operation, emotion management, and social problem solving skills.

* **WA‘IALAE CHORUS:** Students, grades 3 - 5, have the fun opportunity to participate and perform in chorus groups.

* **WA‘IALAE AFTER SCHOOL BAND:** Students, grades 4 - 5, have the opportunity to learn, enjoy, and perform with various band instruments.

**FOOD SERVICE CLUB:** Students will have the opportunity to learn and demonstrate responsibility and respect, customer service, food service skills, and workplace safety through volunteer work in the Wa‘ialae Snack Bar during the week. NO FEE

**TECHNOLOGY CLUB:** Students, grades 3 - 5, learn about technology while engaging in hands-on, authentic activities such as simple web page design, and digital photography and video production. NO FEE

* Please inquire for current applicable fees.
Special Projects/Activities

» Art Festival
» Book Fair
» Read Across Wai’alae
» Family Night
» Fun Fair
» Groundhog Job Shadow Day
» Kaimuki Christmas Parade
» Special Family Breakfast/Luncheons
» Books & Breakfast

» Kupuna Day
» Recycling Program
» D.A.R.E. -- Drug-Free Program
» Speech Festival
» Celebration Book Program
» Jump Rope for Heart
» Niketown 5 Run
» Fire Safety Program

Communications

» Backpack Express
» Windows of Wai’alae (monthly newsletter)
» Classroom/Grade Level Newsletters
» Goal Setting Conferences
» www.k12.hi.us/~Waialae

Student Recognition

» Fifth Grade Aloha Assembly
» Recognition Assembly
Special Partnerships

» Friends of Wai’alae School, Parent-Teacher-Community Organization
  - Comprised of parents, teachers, and other Wai’alae Public Charter School community members. Meetings are generally held on the second Thursday of the month, fliers are sent home monthly notifying families of the meeting date and time.
  - http://www.fws.org

» Learning Hui
  - The Learning Hui Program is a network of Learning Hui Coordinators who have agreed to act as the liaison between their classroom teacher and the other parents/families in their classroom. They provide support for the classroom, thereby enriching the student’s learning.

» Fellowship, Education, Lifelong Learning Opportunities With Seniors (FELLOWS)
  - An organization comprised of senior (ages 50 and older) volunteers who provide tutoring, mentoring, and other services to the students and teachers.

» Chaminade Teacher Education Program

» Chaminade Counselor Intern Program

» University of Hawaii at Manoa College of Education CO-HORT Program

» Kapiolani Community College Service Learning Program

» Kaimuki Lions Club

Educational Orientation Activities

» Wai’alae PCS Overview & Campus Tours
» Kindergarten Orientation
» Grade Level Overview
» Fifth Grade Orientation to Kaimuki Middle School
Educational Support Programs & Services

The Student Services Coordinator (SSC) is the single-point of entry for students who may qualify for the following, outlined, educational support programs and services. The focus is on prevention efforts that support student success.

ENGLISH SECOND LANGUAGE LEARNING (ESLL): The ESL K-5 program is a support service for students whose first acquired language and/or spoken language at home is not English. Its main goal is to help students develop English proficiency in order to function effectively in the regular classroom. It focuses on speaking, listening, reading, and writing skills.

COUNSELING & GUIDANCE: The school counselor provides activities for students who need added support and guidance. The activities include counseling, consultation, and coordination through the assistance of the Student Services Coordinator.

HELPING OUR KEIKIS UNDERSTAND (HOKU): HOKU helps students who are having a difficult time adjusting to school by providing a caring adult on campus. Small group activities foster positive social interactions and self-esteem for these students.

ELEMENTARY SCHOOL ATTENDANCE PROGRAM: ESAP is to provide prevention and early intervention support to children and families by holding parents accountable for their children’s school attendance and for all unauthorized time away from school. The school’s obligation is to meet the provisions of the mandatory school attendance law.

504: Section 504 is a federal civil rights law which requires schools to provide opportunities for all students to participate in our educational experiences. If the student qualifies for 504 services, a group of persons knowledgeable about the student will develop a Section 504 modification plan so that the student receives an education comparable to students’ without a disability.

SCHOOL-BASED BEHAVIORAL HEALTH (SBBH) PROGRAM: The program serves all students who have, or may develop, behavioral issues that impact the students’ ability to learn. The program offers prevention, early intervention, and intensive services closely tied to educational activities so all students may successfully engage in their education.

SPECIAL EDUCATION: Special Education services are provided to students who have been found eligible for services. These students receive services addressing specific goals and objectives are listed in each of the student’s Individualized Educational Program (IEP). Other services may include speech, occupation, and/or physical therapy, and SBBH services.
Wai’alae’s Mission

The mission of Wai’alae School is to engage students productively in a democratic society.

Wai’alae’s Vision

The vision of Wai’alae School is to prepare children for the 21st century as:
» Well-rounded Individuals: Capable of Multiple Dimensions
» Self Confident Risk Takers
» Creative Problem Solvers
» Collaborative
» Socially Responsible to Others and the World

Wai’alae Public Charter School
Administration & Support Services Staff

Chief Educational Officer (CEO)  Wendy Lagareta
Dean of Students  Annette Masutani
Counselor  Mark Guillermo
Health Aide  Laurie Nakagawa
Student Services Coordinator (SSC)  Audrey Sakai-Smith
(808) 735-8282
School Parent Community Networking Center Coordinator (SPCNC)  Melanie Sumida
(808) 733-4883
Sodexho  Dexter Kishida
Food Service Director  (808) 733-4884
A+ After School Program  Dexter Kishida
(808) 733-4884

If you are in need of accommodations due to a disability please call the School Office, (808) 733-4880.
Criterion: The educational program of your school is guided by the school’s mission, the student profile, student outcomes, and the school’s assumptions about how students learn. Resource allocation is adequate to meet the demands of the educational program.

Curriculum

Wai‘alae’s curriculum is founded upon common beliefs about the way in which children learn. Developing the well-rounded child involves the understanding that learning is a social process. These beliefs encompass the idea that learning takes place in a safe, supportive, nurturing, and stimulating environment. They acknowledge individuality as well as helping children to see meaningful connections through active participation.

Wai‘alae’s curriculum attempts to align itself with the school’s mission and purpose. We strive to teach the importance of engaging in a democratic society and integrate our vision elements throughout our curriculum. As a public charter school, Wai‘alae is responsible and accountable for implementation of the Hawai‘i Content and Performance Standards.

As a public charter school, Wai‘alae serves as the public school for our area and accepts all applicants (district as well as Geographic Exceptions) in a non-discriminatory way. Currently there is no selection criteria to attend Wai‘alae. Wai‘alae does attempt to inform parents about Wai‘alae’s beliefs and curriculum through a parent orientation provided for parents interested in a Geographic Exception. Parents are then able to make a more informed decision when deciding whether Wai‘alae is the right environment for their child. Due to our wide variety of students, our curriculum needs to speak to this diversity of students. Wai‘alae’s curriculum tries to meet the needs of this wide range of students. The teachers need to provide for students within our classroom with a wide range of abilities. Differentiation is therefore extremely important in order to best accommodate our varied student population. Examples of this are volunteers who can work...
within the classroom with small groups or individual students (e.g. parents, FELLOWS) in their special areas of need. Another example would be individual goal-setting. Students are able to set their own academic and/or behavioral goals and work toward them at their own pace.

Wai‘alae’s mission of “preparing students to engage in a democratic society” is a common strand that runs throughout K-5 in various forms. Students are involved in discussions that give them a voice in the classroom that will lead to the students becoming productive members in our democratic society. Students generate classroom rules. They also engage in describing the characteristics of good readers, writers, mathematicians. They describe the characteristics that would be shown for those who are living Wai‘alae’s vision. These classroom discussions allow the children to share their own ideas, listen to the ideas of others, and make decisions based upon choices. Students are encouraged to be responsible, to make appropriate decisions through discussions allowing students to take responsibility for their learning and actions. Students in grades 3-5 participate in school governance though the Student Council. Other examples of activities that are provided that encourage students to be productive members of a democratic society are grade 5’s Mini-Society activities and discussions on gender equity issues in a grade 1 classroom.

Collaboration is an integral part of Wai‘alae’s curriculum, and is manifested in various forms throughout the various grade levels. Our kindergarten organized a Community Day. Here, the kindergarten classrooms are transformed to create different places within a community. Students in grade 1 work together as a class to solve problems that may arise in the room. They have the opportunity to practice their learning and social skills as they decide how to deal with problems that occur in their class. Grades 2-5 engage in various projects throughout the year that allow students to work together. The roles in ancient Hawaiian society are an area of focus for grade 4. The students explore how the ancient Hawaiians were interdependent upon one another, and the students in turn practice these skills themselves. Grade 5 creates mini societies in their grade level. This is an extension of the kindergarten community idea, by which students practice real life skills such as creating a business, where actual products are sold. Grade 5 also participates in a “Living Museum.” This is where students research a historic person or event, create an exhibit, and assume the identity of their research topic. The students may choose to collaborate and work in small groups for this project.

The ability to problem solve is also another aspect of the vision that Wai‘alae values and incorporates into the curriculum. On the very basic level, kindergarten children are encouraged to make choices and live with the consequences of their actions. They are encouraged to be self-reliant in both social and academic areas. As students progress through grades 1-5, they begin to
strengthen and utilize the problem solving process to identify problems, decide what needs to be done, decide on possible plans of action, and finally establish a resolution.

The school has recognized the need for a clearly articulated school-wide curriculum. The 6+1 writing traits program has been implemented school-wide. However, more school-wide programs need to be agreed upon in areas such as math, reading, social studies and science. The curriculum has not been formally documented in written form. This clearly articulated curriculum would enable new faculty members to transition more smoothly.

For the purpose of this self study, we chose to focus on our 6+1 writing traits program, which has been used for several years at Wai‘alae. The faculty has been provided in-service training on different elements of the program at various times throughout the year. Grade levels were given articulation time to discuss implementation strategies of the 6+1 program. Support services were provided to the faculty through consultation with a 6+1 trainer throughout the year, as well as during the summer months. This provided teachers with the opportunity to further inquire and gain more understanding about the program. A consistent element of the 6+1 traits that is used throughout the grade levels is the use of rubrics to assist in the writing process. Discussions and lessons on the specific traits of writing are carried out. Students may also use the rubric to self-reflect on ways to improve their writing. Teachers score student writing using the rubric in order to find student strengths and areas of need.

Faculty meetings, as well as waiver days have been used to revisit Wai‘alae’s mission and vision, create our student outcomes, share ideas about curriculum, and design our school-wide global focus framework. Such discussions occurred in the past, however, no mechanism was in place to ensure a coherent and consistent school-wide integrated and spiraled curriculum that fostered the development of capacities reflected in our mission and vision elements. In school year 2004-05, greater emphasis was placed on developing common understandings of our essential core beliefs, consciously integrating these elements into our curriculum and instruction, monitoring the progress made and keeping focused on the tasks that lay ahead. The Grade Level Chair (GLC) committee composed of the CEO and faculty representation, attempted to address these needs. This committee identified school-wide issues to be addressed, disseminated information to their respective grade level and group, facilitated group discussions, shared grade level/group feedback at committee meetings, and made school-wide decisions regarding curriculum, instruction, and assessments based on input from all teachers. To facilitate this process, grade levels were provided two 90-minute periods per week to discuss and make decisions regarding topics and initiatives generated at GLC meetings. These articulation times were also used to plan, develop, and implement grade level curriculum, instruction, and assessments.
Areas of strength

1) Surveys taken in conjunction with faculty discussions indicate that the mission and vision of Wai‘alae PCS are developed and spiraled more than was expected. Wai‘alae’s mission and vision are imbedded in what is done in the classroom in various forms throughout all grade levels.

2) Steps have been implemented by the current administration, GLC committee, grade levels and cadres (reading, writing, mathematics) to agree upon school-wide programs. Discussions and research on possible math, reading and science programs occurred.

3) Faculty are afforded articulation time to discuss curriculum, instruction and assessment tasks issues as well as plan grade level activities.

Areas in need of improvement

1) Although strides have been made to integrate and scaffold our curriculum, a written school-wide curriculum guide needs to be articulated, continuously revised and edited and shared with the Wai‘alae community.

2) More faculty in-service in a variety of areas will be needed to ensure that the faculty has the tools it needs to successfully carry out the curriculum when it is completely developed. A consistent, spiraled curriculum will provide the continuity and consistency necessary for students to have experiences from year-to-year that will give them the time to practice and develop necessary skills and attitudes for success in the future.

3) Support, especially for new faculty is needed both on day-to-day issues and specific programs such as the 6+1 writing program. While a new teacher coordinator has been on board for two years, and grade level members help with day-to-day issues, new teachers have expressed that they need more in-service and support. There is not sufficient time during the busy school day for the in-depth in-service necessary on the specific programs that the school has adopted, so additional day-long in-service with ongoing support throughout the year is necessary.

4) During the faculty interview process, various aspects of Wai‘alae’s curriculum (such as “no textbooks”) need to be made clearer. Grade level representation on the interview committee would give applicants a clearer idea of what will be expected at Wai‘alae.
Data sources:

1. Teacher survey
2. Grade level articulation notes
3. GLC committee meeting notes
4. Grade level plans
5. Student assessment tasks and samples
6. Professional Develop Days notes
7. Cadre notes

Standards: Instruction
(How Students Learn)

Criterion: The teaching/learning processes help children achieve the school’s mission and curricular goals.

Mission and Vision

The Wai‘alae School vision (its ESLR’s — Expected Schoolwide Learning Results) is the driving force of the school in all aspects, and particularly in instruction. In order for our children to achieve the vision outcomes of being:

- creative problem solvers
- self confident risk takers
- being collaborative
- being well rounded,
- capable of multiple dimensions and
- being socially responsible

We recognize that both the curriculum and its attending instruction, as well as the behaviors of faculty, parents and school community must embrace and live this vision.

To that end, instruction is presented in a large part as a series of problems to be encountered, explored and solved. Informed decision-making is part of this process, as students are taught how to collect data, analyze it and reflect upon and improve upon (if necessary) their solutions to the specific problem.

Teachers model risk taking and make the children aware and appreciative when risk taking has occurred.
Group activities are constantly evident, so that the children can practice collaborating with various children and different size groups. The school has hired “cycle” teachers (specialists in art, music, PE and Hawaiiana) in order to facilitate well-roundedness in non-core areas. For a few years there has been a part time librarian who gives excellent book talks, engaging the children in various literary genre. There is also a computer lab teacher who facilitates learning in technology.

All classrooms are active in “social” activities, such as fundraising for the needy, recycling and litter pickup to help keep our environment clean, and some grade levels have cross grade level buddies, where the older child helps and models for the younger child. All children are “teachers” to other children in the class, as they use their own particular strength to help those who need it.

The mission is addressed when students have control over their own learning and make decisions about their work. All students are encouraged to participate and have equal voices as we question, and pursue new topics, issues and perspectives. Current events are discussed and current issues are often debated, so that the children are aware of the problems facing our city, state, country and world. Some classes simulate forms of government to help make decisions. This is also used for a variety of tasks that require initiative and leadership skills. This prepares the children for future decision-making and being responsible.

Before Wai’alae School became a Public Charter School, it was known as a Student Centered School. It became a student centered school because of its commitment and belief in the current research at that time. The faculty and administration attended many conferences and workshops to educate themselves on this research. (See appendix 1.) The following is the belief system for instruction that Wai’alae school committed to:

- **Student centered instruction.** Instruction is based on what children know and what they need to know, and children are encouraged to choose topics of study from their everyday lives, interests, and needs. The teacher’s role became more of the “guide on the side, rather than the sage on the stage.”

- **Metacognition (self reflection).** Metacognition is the awareness and understanding of one’s self as a thinker. Children are encouraged to write “explanations” of their thinking and strategies and to reflect on the quality of their products and how to improve them.

- **Hands-on instruction.** When a child merely watches or listens, they may get a superficial understanding of subject matter, but once they are involved in “doing,” they internalize what happened. “Tell me and I forget, show me and I remember, involve me and I understand.”
- **Inquiry and problem solving.** Children are encouraged to question and are taught various questioning techniques.

- **Authentic learning.** Learning is most effective when children confront concepts that are applicable to their own lives.

- **Constructivism.** Students learn best when they gain knowledge through exploration and active learning. Hands-on materials are used instead of textbooks, and students are encouraged to think and explain their reasoning instead of memorizing and reciting facts. Education is centered on themes and concepts and the connections between them, rather than isolated information.

- **Learning is social.** The term “collaborative learning” refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another’s learning as well as their own. Thus, the success of one student helps other students to be successful. Proponents of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking.

As a result of these convictions the faculty decided many years ago not to use prescribed textbooks, nor to undertake the state-wide testing (SAT’s.) The faculty opted to allow the children to explore material through science/social studies thematic units. Reading, writing, and as much as possible, math, were integrated into these units. Classes were given the freedom to choose their own units and gradually each class was “doing its own thing.”

Very soon it was recognized that the children were moving from grade to grade with varying experiences, concepts and skills. In order to try to scaffold the children’s experiences from grade to grade, Wai‘alae adopted the concept of standards-based learning by using the HRA (Holistic Reading Assessment,) HWA (Hawai‘i Writing Assessment) and the use of math tasks. Rubrics were used by which the children could “see where they were and where they needed to go.” This impacted reading, writing and math instruction to a great degree, in that each class was more focussed and began to have a common language.

Wai‘alae adopted the 6+1 writing program, (after three of our faculty, who were searching for something to enhance their writing instruction) attended a 6+1 workshop in Portland, Oregon in 2002. They found that the 6+1 writing program is not only analogous to the HWA, but also
provides concrete teaching strategies that help to get the concepts across. It was at this time that the school recognized the usefulness of the 6+1 writing program as a way to scaffold instruction, from kindergarten through 5th grade.

In the WASC self study, each faculty member was asked to describe how instruction was delivered in his/her classroom, with regards to the element of “ideas” within the 6+1 program.

It is evident from these responses, that:

1) Discussion and responses to literature and read alouds (reading-writing connection) are used by every grade level as a model to understanding and generating ideas for student writing (constructivism.)

2) Use of prewriting techniques in order to plan, think through the ideas and create details to these ideas (problem solving). Techniques that are used are graphic organizers (webs, maps), generation of lists, discussions of main ideas and their attending details.

3) Peer conferencing (social learning/collaboration) is used to aid revision from an authentic audience.

4) Children use rubrics in order to reflect (metacognition) on their writing and to discern what areas need to be worked on.

Throughout this writing process, the school vision and mission is at the forefront of the instructors’ minds. At every chance, the children are given the opportunity to practice the vision elements:

- **Problem solving** — generating lists of ideas, honing in on a main idea, creating details to enhance that idea

- **Collaboration** — peer conferencing, class discussions

- **Risk taking** — sharing one’s work with a “critical friend”

- **Well-rounded** — writing within various genre, responding to various literature

- **Socially responsible** — helping others with sharing of ideas and peer conferencing, writing thank you letters or about social issues to a publication.
**Criterion:** Teaching techniques reflect consideration of the developmental levels of students, the nature of the subject taught, and a variety in learning experiences.

**Differentiation**

Waiʻalae is a student-centered school in which the developmental level of each student and the interests of the student hold great precedent over what is being taught in the classroom.

In the instruction of writing, differentiation of developmental levels is addressed through planning instruction based on the assessed needs and abilities of each student, not on the details of a written curriculum. These lessons are broken down for understanding at each developmental level along with the consideration of appropriate tools for children at each stage of development.

Children often meet one-on-one with the teacher or in small groups to discuss and revise work. The one-on-one and small group instruction time incorporates the need for repetition of concepts or modified instruction for each student. Students are also given time to work at their own pace, accounting for the ranges of abilities and readiness of each student.

To determine range of ability and readiness, students evaluate their own needs and set goals for their work. Effort is made by each student to review these goals throughout the year and add to them or create new ones.

There is a wide variety of learning experiences that add to the differentiated classroom experience. Students are provided with a variety of hands-on inquiry-based learning experiences to choose from. Each grade level has at least one center in their classroom in which students can work at and choose activities to complete. When students have this choice, they are able to create their own learning experiences based on their interests and needs. Instead of using a basal series to guide reading instruction, a wide selection of trade books is available in each classroom for students to choose from.

When writing, students have the opportunity to choose their topic and create a piece that reflects their thought processes and ideas.

Along with learning essential skills, students choose projects in order to demonstrate what they have learned. These projects may take the format of a research paper, a diorama, dramatization, power point program, or art work. These projects allow students to take initiative for their learning. Students have direct applications to real world experiences that build the bridge between
what is learned in school and how this knowledge can be applied. Projects also provide a format in which interests are honored and a variety of learning experiences take place.

Overall, differentiation in instructional techniques and learning experiences is addressed through student input and teacher assessment. Students have input into the creation of their differentiated learning experiences through student self-evaluation and student choice. Teachers create differentiated instruction that is based on formal and informal assessment of student behavior and student products.

**Criterion:** *Students are actively involved in their learning by, for example, making connections, constructing meaning and relating their learning to their worlds and future.*

**Student involvement in work**

Students at Wai‘alae are asked to articulate on the purpose behind a lesson and how it has added to their understanding of the society in which they live.

Students have the freedom to explore their interests and in this exploring, take the responsibility to complete activities and determine where lessons go. Before, during and after learning students set standards for their work, review their work based on these standards and determine the next steps in the learning process. Before an exercise or lesson, students look at exemplar work to create rubrics and checklists based on this work and their own beliefs about what quality work is. During an exercise or lesson, students look to these exemplars and rubrics for direction. After completing an exercise or lesson, students evaluate their work based on created rubrics or checklists. Peer conferencing is also a method of evaluating work based on the comments and opinions of other classmates. The practice of goal setting sums up student reflection of work. Based on rubrics and past work, what are the goals that I must set for myself?

Student reflection is shared in several different venues. Students take the initiative to share their work and their goals in the format of goal-setting conferences with the participation of teachers and parents. The work that is done throughout the school year is carefully selected by students to be placed in a portfolio for the purpose of looking at growth and progress over time. Careful reflection of each selected piece must explain what this piece demonstrates and why it was
chosen for presentation in the student portfolio. Is this piece some of my best work? Does this piece demonstrate the need behind my goals? Does this piece demonstrate how far I have come? These are some of the questions that students may ask themselves when reflecting on their work.

Overall, student involvement is a highly valued component in the education of Wai‘alae students that supports responsibility and growth over time.

**Criterion:** *Instructional techniques are regularly reviewed in light of recent research about pedagogy*

**Recent research, conferences and workshops**

See Appendix 1.

**Criterion:** *Adequate instructional resources are available to achieve your school’s student outcomes*

**Instructional resources**

The following instructional resources available through the library, teacher resource room, technology lab and individual classrooms proved to be both effective and ineffective in assisting achievement of student outcomes.

The school-wide instructional resources evaluated for effectively assisting achievement of student outcomes include: the school computer lab, COWS (portable lap top computer center), individual classroom PC’s, school laminators, televisions, VCR’s, cameras, copy machines, riso machine, tape recorders, overhead projectors and school library media.

One major component of instructional resources that teachers found effective was the student computer lab. The student computer lab, which contains 21 personal computers, was considered an effective resource when a computer teacher was hired to create lessons and guide student learning. The personal computers that are available in some classrooms and the lap top computers (COWS) that are available on a moving cart were found to be ineffective because they are dated and often have complications accessing the internet. The school was able to purchase 24 new Mini-Macs for
individual classrooms of students in grades 3-5. Computer based learning opportunities have increased significantly with the purchase of updated PC’s and the hiring of a technology coordinator in the school computer lab. Some funding will need to be invested into the COWS and individual classroom PC’s in order to make these an effective resource for students.

The hiring of a part time librarian has greatly added to the management and use of library media. A book clerk has always been present to organize and check books, but the addition of a certified librarian with library related lessons has resulted in effective and consistent use of library resources.

Additional instructional resources evaluated which include: school laminators, televisions, VCR’s, cameras, copy machines, riso machine, tape recorders, and overhead projectors were found effective when they were accessible to staff and kept in good working order with parts and supplies available.

The previously mentioned instructional resources were used in some of the following activities to assist achievement of student outcomes.

- Reading and evaluating illustrated trade literature (Inquiry and Problem Solving)
- Searching the internet for information (Hands-on-instruction)
- Typing research papers (Authentic learning)
- Listening to stories on tape (Hands-on-instruction)
- Viewing closed circuit television broadcast of Character Education Program “Project Wisdom”
- Viewing created rubrics on overhead projector (Self-reflection)
- Creating illustrations with “Kid Pix” software (Hands-on-instruction)

Areas of strength

1) The school vision is lived through the instructional methods — children take risks as they work collaboratively and individually to solve various kinds of problems in the academic, social and emotional arenas. The children’s learning experiences are authentic, so that they can make relevant connections between school and their world. Students take ownership of their learning and determine what is appropriate to meet their needs.
2) Creation of rubrics, goals and portfolios is done by the students, which respects student evaluation of their work. Student lead conferences attended by parents and teachers also enable students to reflect on their work and take the initiative for their learning.

3) The children explore the arts (art, Hawaiiana and music) and P.E. during cycle classes while the teachers have an opportunity to collaborate and share their instructional successes and failures with each other on the grade level.

4) The faculty is committed to delivering instruction according to the latest research by attending workshops and developing differentiation practices based on how children learn best.

5) The staff has the flexibility to gear lessons toward the needs and interests of students while allowing these needs and interests to develop into units of learning as they occur.

6) One-on-one and small group instruction is used to teach individual lessons based on children’s needs. The school’s commitment to small class sizes, volunteers, and the use of adjunct faculty facilitates this type of instruction.

Areas in need of improvement

1) Although attempts have been made to scaffold the curriculum between grade levels, a consistent, holistic approach to school-wide curriculum from kindergarten through 5th grade needs to be adopted.

2) Since the school does not implement a textbook based curriculum, new teachers need to have more training and support.

3) A more developmentally appropriate approach to reflective thinking and learning needs to be introduced in the early years and gradually enhanced in the later elementary years.

4) More faculty training and sharing on ways to approach student-centered, inquiry-based instruction is needed.

5) Staff consensus is needed on what quality instruction and assessment look like.
Appendix 1

Conferences/Workshops

The faculty at Wai‘alae School has always been committed to keeping abreast of current research on how children learn. The school has used professional development days and faculty meeting time to discuss and update themselves on best practices based on current research. As a charter school, the staff at Wai‘alae sees the need to be on the cutting edge of educational practices that support and develop our students’ academic and social interests. The following is a comprehensive list of conferences and workshops that one or more of our teachers have attended starting in the 2003 school year. The conferences are listed according to subject matter.

Reading

- **Teacher Reading Academy 2003.** Kindergarten and 1st grade teachers attended this workshop to gain more insight on the practices of reading preparedness and teaching of reading.

- **Emilie Hard Readers Workshop 2004.** Emily Hard, a reading specialist and lower elementary school teacher, visited Wai‘alae School to present her ideas and experiences on “readers workshop.”

- **Nancy Skerrit Visitations October 2004 and February 2005.** In this workshop, Nancy Skerrit, a reading specialist from Washington State, came to Wai‘alae School to present her school’s approach to “reading workshop.”

- **Tahoma Reading Workshop 2005.** This workshop was lead by Nancy Skerrit as a continuation to the previous workshop she conducted.

Writing

- **6+1 Writing Traits Seminar August 2004 - February 2005.** Janice Wright, a specialist and creator of the 6+1 Writing Traits program, conducted this seminar. Her seminars offered an introduction of the writing traits for new teachers and review and further analysis for experienced teachers who were reviewing the program.
Mathematics

- **Introduction of newly adopted “Bridges in Mathematics” Program 2005.** Two department of education math teachers came to Wai‘alae school to present their findings and approaches to the Bridges in Mathematics Program.

- **Math accreditation Cohort 200**

- **University of Hawai‘i Lab School Visitation 2005.** The visitation was adopted by the teachers at Wai‘alae for the purpose of looking at a variety of approaches to the teaching of mathematics which would help in the selection of a mathematics program for Wai‘alae School. Teachers in grades K-5 were able to visit classrooms at the lab school to observe various math lessons.

- **NCTM Conference 2005.** This conference was attended by a teacher who specialized in mathematics and was a member of this mathematics association.

- **Kalani Complex Math Conference**

Social Studies

- **Social Studies Workshop 2005**

Science

- **Scientific Articulation 2005.** Phyllis Nakasuji, a standards implementation specialist and retired high school science teacher, came to speak with our staff on implementing the new science standards with an inquiry-based approach.

Other Educational Topics

- Learning and the Brain Conference 2002
- Howard Gardner’s Theory of Multiple Intelligences 2004
- Setting Criteria Workshop 2003
- ASCD San Francisco 2003 and 2004
- IRA Conference 2003
- Intelligent Behaviors 2004
- E-School Conference
- Teacher Institute Day
Other Educational Based Activities

- **School Observations 2005.** The Charter School association, Japanese students of education and teachers in various schools around the island came to observe lessons in the classroom and discuss interests with administrative staff.

- **M.Ed. and Ph.D. degrees.** Two of our teachers are currently working on these advanced degrees from the University of Hawai‘i at Manoa.

- **School Mission Revamping 2005.** A leading educational expert visited Wai‘alae School to assist in the process of recreating the school’s mission. Wai‘alae School’s mission was in need of more concrete examples of educational outcomes to promote understanding and clarity of the mission statement and to also reflect current practices.

## Appendix 2

### Literature and Various Media Based on Current Research

Teachers have read books, magazines, listened to tapes and CD’s and watched videos in order to understand current theories of teaching and learning.

### Educational Journals

- IRA Professional Journal
- ASCD Professional Journal
- NCTM Professional Journal
- Social Work Journal
- Pi Lambda Theta Educational Journal
- NEA Teacher’s magazine

### Educational Literature

- Wagner, Tony; Stiggins, Rick and Gardner, Howard. *Working on Fixing What is Wrong with Our Schools.*
- Chapman, Gregory. *“One Size Doesn’t Fit All.”*
- Bromijoin, Marquisse and Tomlinson. *Using Data to differentiate Instruction.*
- Marzano, Robert. *The Key to Classrooms.*
- de Bono. *Research on Lateral Thinking.*
- Calkins, Lucy and Graves, Donald. *The Writing Process.*
Assessment

Assessment of student learning is a valued and necessary part of the teaching-learning process at the school. In every classroom and learning situation, teachers use a variety of assessment tools and processes to obtain information on what the children are learning and how well they are doing it. More importantly, that information is being used by teachers to clearly identify students’ individual and collective learning needs and set a course of action for addressing those needs through appropriate curriculum and instruction.

To assess the core areas of reading, writing, and mathematics, the teachers at each grade level administer the same set of assessments to all students three times a year. To assess reading, the school uses the Holistic Reading Assessment (HRA). A modified version called the Emergent
Reading Assessment (ERA) is used for beginning readers. For writing, students write to a prompt selected by each grade level. The student writing is then rated on the 6+1 Traits of Writing rubric. A modified “beginning writers” version is used for children in the primary grades. In mathematics, teachers produce on-demand mathematics performance tasks which require students to engage in problem-solving and demonstrate mathematical understanding, skill, and communication. The assessments each involve the use of rubrics which measure student performance against criteria set on a continuum of growth and development specific to each discipline. The result is individual student performance data. These results are often shared with parents and others as a means of communicating student progress and providing guidance in helping children to be better readers, writers, and mathematicians. The data obtained each trimester is also compiled into class profiles which are submitted to the school administration along with summaries that include each teacher’s “plan of action” for meeting students’ needs. [Minutes of Faculty and Grade Level Chairpersons’ meetings; HRA/ERA observation sheets and rubrics; 6+1 Traits of Writing rubrics; Mathematics assessment rubric; Student profiles and summary reports for reading, writing, and mathematics, SY2004-05]

While teachers report varying degrees of usefulness of the data obtained from these assessments and there may not be consensus on the purpose for administering them, the assessments do represent an attempt by the school to have some consistency in the way it assesses student progress. It reflects the value the school places on using criterion-based assessments that yield meaningful qualitative data which can be used to guide decision-making about curriculum and instruction.

In school year 2004-05, the school also used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measures to assess reading fluency and identify at-risk readers. All students were assessed at the beginning of the year. Children identified as “at-risk” were reassessed using the DIBELS at mid-year and the end of the year.

The school also administers the Hawai‘i State Assessment (HSA) to its 3rd, 4th, and 5th graders. The resulting data serve as a basis for showing the school’s “adequate yearly progress” (AYP) required by the federal “No Child Left Behind” law. Among most teachers, its purpose is seen as fulfilling accountability requirements external to the classroom and school and not to provide information which is useful for informing instruction. The results of the HSA are also provided to parents but it is unclear as to how much the parents understand and use the information contained in the reports to help their own children.

Informal assessment is also prevalent throughout the school. These assessments range from teacher observation of student performance to examination of student work to teacher-created
tests and quizzes. Teachers also use checklists, rubrics, response journals, discussions, and other means to obtain information on student learning. Teachers generally find these assessments to be helpful in monitoring their students’ progress and subsequently in planning the necessary next steps and/or instructional interventions.

There may be a need to improve the understanding of the school’s formative assessments. Some teachers have expressed some discomfort in administering some of the assessments. They feel that more training in how to administer the assessments and interpret the results is needed.

There is a strong emphasis within the school on involving students in the assessment process. While the extent to which student self-assessment occurs varies from classroom to classroom, there is a general consensus among the teaching staff that students should participate in activities such as self-reflection on their own learning, the setting of criteria for quality performances and products, the use of rubrics, and personal goal-setting. Teachers regularly provide opportunities for students to self-assess. [Teacher responses to WASC Self-Study survey on assessment, Spring 2005]

The use of portfolios as an assessment tool has been the focus of study by the faculty’s Assessment Cadre. This group has been charged with the responsibility of determining how student portfolios should be used and to recommend procedures and formats that would best suit the school’s purpose. To date, the cadre has been educating themselves and the faculty on issues surrounding portfolio assessment. They have suggested that ownership of the portfolios should rest with the student and its use should center around self-assessment, self-reflection activities. [Assessment Cadre meeting notes, SY2004-05]

The school has used student assessment data to make decisions and plans regarding curriculum and instruction. The Standards Implementation Design (SID) Action Plan developed collaboratively by grade level chairpersons for school year 2004-05 is based on assessment data. It also partially relies on assessment data as evidence of the indicated goals. Also, according to published procedures, staff members seeking professional development support are expected to base their requests on student assessment data. [Standards Implementation Design Action Plan for SY2004-05; Professional Development procedures, March 2004; Professional development requests on file]

Recently, the school decided to adopt a new mathematics program K-5. While the original impetus for adopting a mathematics program may have been concern over assessment results, the mathematics cadre gave little consideration to the school’s assessment data during the selection process. The school’s reading cadre also recently recommended a set of “best practices” to be used in the teaching of reading. Again, their decisions were not based on student need as indicated by
reading assessment data. Finally, the school’s chief educational officer has recommended changes to some of the school’s existing instructional practices and structures. She has recommended, among other things, multiage groupings, team teaching, and the use of learning centers in the classroom. She has also advocated the creation of a curriculum around a global focus. All these reforms may have substantial research to support their implementation, however, it is unclear if any consideration was given to the needs of students as identified by past student assessments. 

[Math Cadre meeting notes, SY2004-05; Reading Cadre meeting notes, 2Y 2004-05; Faculty and Grade Level Chairperson’s meeting notes, SY2004-05]

In summary, the school has demonstrated a commitment to use student assessment data to identify students’ learning needs and inform instruction. It has also maintained some consistency in obtaining meaningful data on reading, writing, and mathematics across the grade levels. The school, particularly the teaching faculty, has given much time and attention to assessment issues and practices.

The school should address the need for further teacher training so that teachers can administer the assessments and interpret the results more effectively. There is also some concern about the time and effort it takes to obtain the amount of information that can be expected from some of the school-wide assessments (the HRA/ERA, the 6+1 Traits of Writing, and the math rubrics). The school may also want to revisit its policy regarding professional development requests and decide if student assessment data should be the basis for such requests. If it’s going to be a written policy, then the school should be consistent in its expectation that staff members justify their requests with assessment data. Finally, the school may want to make a more conscious effort to consider student assessments when planning changes in the way classrooms are structured and curriculum is implemented.

Addendum
October 2005

This addendum has been prepared to reflect significant developments in the area of assessment since May 2005. Among the major developments are: 1) the establishment of common assessment practices and reporting procedures to be followed by teachers at the school; 2) the adoption of new procedures for the assessment of reading; 3) a school-wide commitment that every student shall have a portfolio; 4) the institution of “goal-setting conferences” school-wide as a means of enabling student self-assessment; and 5) the release of a report by the Office of the State Auditor that included findings and recommendations related to student assessment.
For school year 2005-06, the administration, with the consensus of the grade level chairpersons, issued a set of “non-negotiables” which explicitly detail teachers’ expectations and responsibilities for school-wide assessments. Teachers are expected to submit a profile of student scores based on the rubrics for reading, writing, and mathematics used school-wide. Additionally, the teachers prepare action plans for meeting the needs of their students based on the results of the assessments. The availability of data has also facilitated identification and monitoring of potentially at-risk students.

The “non-negotiables” also included an agreement that every student would have a portfolio. Consensus among the faculty is to support student ownership of the portfolios; that students should determine the format and selection of content for their own portfolios. [Notes from Grade Level Chairpersons meetings, SY2004-05; Essays and publications distributed by the assessment cadre]

In May 2005, the faculty’s reading cadre (teachers representing every grade level in the school) agreed to allow some flexibility in the way data are collected for school-wide reading assessments. They retained the existing rubrics used in conjunction with the HRA and ERA. But they decided that teachers would no longer be required to use the prescribed HRA/ERA protocols — particularly the scripted individualized reading conferences. This change emerged from a general feeling among the faculty that the HRA/ERA was too time-consuming and inefficient to administer, and that other methods could be used to obtain the same kind of information. Teachers have been culling information on student reading performance through observations, review of student work, discussions with students, and teacher-constructed assessments. [Minutes from Reading Cadre meetings, SY2004-05]

The faculty also agreed to involve students in twice a year goal-setting conferences. These conferences have been taking place in certain classes for several years, and in school year 2004-05, it was tried school-wide for the first time. Typically, these conferences involve the students, parents, and the teacher in discussions of the students’ learning goals for the year. Although the procedures vary slightly from class to class and grade level to grade level, the focus is on the students who use this as an opportunity to share their goals based on their own self-assessment. The goals may address core curriculum areas, the General Learner Outcomes (GLOs) in the Hawai‘i Content and Performance Standards, and/or the school’s vision elements (the ESLRs). Another round of goal-setting conferences intended as a follow-up to the beginning-of-the-year conferences is scheduled for February 2006. This second round of conferences are planned to be “group” conferences where students and parents meet in small groups to talk about their goals and engage in self-assessment. [Notes from Grade Level Chairpersons meetings, SY2004-05, 2005-06]
In July 2005, the State Auditor released a report on an audit of the school conducted from December 2004 through March 2005. The report stated that “Wai’alae’s internally focused assessments provide little information to policy-makers and the general public to account for the school’s performance. While statewide standards-based test results indicate that becoming a charter school has not improved student outcomes, the school does not view these measures as relevant to its educational goals. It has not developed, however, alternate measures useful to policy-makers to assess the quality of its educational programs.” The report goes on to conclude that “Wai’alae has not demonstrated that its charter status has enhanced learning.”

In response, the school’s CEO and the Executive Director of the Charter Schools Administrative Office (CSAO) both acknowledged the inadequacy of the existing assessments in providing summative data for measuring intended student outcomes particular to the school. They also agreed that there was a need to develop an assessment system that provides meaningful information on student learning that satisfies the needs of the various stakeholders. [Office of the Auditor, State of Hawai‘i, “Audit of Wai’alae Elementary Public Charter School: A Report to the Governor and the Legislature of the State of Hawai‘i,” July 2005]

The developments and the actions taken with respect to student assessment seem to indicate, at the very least, a continued willingness by the faculty to engage in introspection and reflective practice. The school community is aware of the alleged shortcomings of its assessment system and is committed to make necessary refinements and improvements.

The self-reflection, internal school-level discussions, and external feedback (particularly the State Auditor’s report) have raised questions about the school’s assessment systems. The school community needs to continue to have conversations to find answers to the questions of what we do to assess student learning and why do we do it. Some of the philosophical questions about what we value and believe when it comes to assessment need to be clarified and if there are conflicts within and among the community, they need to be resolved.

An open forum event was held on January 18, 2006 to gather feedback and input from the school community. Most of the comments related directly to the strengths and areas of need already identified by the Curriculum, Instruction, and Assessment Committee. However, parents expressed a need for better and greater communication from teachers.
HEALTH AND SAFETY

Criterion: All members of your school community are able to pursue the school’s mission in a safe and healthy environment.

Waiʻalae Public Charter School (WPCS) complies with applicable federal and state laws, rules and standards, relating to health and safety. Waiʻalae School incorporates the DOE safe school policies and practices with the belief that safe schools have a direct correlation with student achievement (Hawaiʻi Department of Education 2005). The Health and Safety Committee reviewed school policies and handbooks (see physical evidence) and interviewed members of the administration, custodial and teaching staff. Students and parents were also interviewed.

Physical maintenance of property

Prior to the student’s arrival, Waiʻalae custodial staff unlocks the parking lot and school buildings. The school security procedures are followed in unlocking and disarming the library, teacher resource room, and gates (WPCS Teacher Handbook). The custodian opens all gates to buildings A and B at 7:00 am, and closes them at 5:30 pm. The school parking lot is open from 7:00 am - 5:30 pm on school days (WPCS Teacher Handbook). During non-operational hours, the building alarm system is activated and monitored by a private security agency. Each morning, a campus inspection is done to insure that the buildings, grounds and equipment are safe. Concerns such as broken glass, fallen tree limbs, accumulation of water or mud, or unauthorized individuals on campus are addressed. The custodial staff utilizes the Hawaiʻi DOE Procedures for Custodial Service Manual (Office of Business Services/Facilities and Support Services Branch DOE), in their daily care of the Waiʻalae School property. This manual sets forth specific operational duties in maintaining the grounds and buildings, as well as detailed job descriptions and duties for each member of the custodial staff.
A thorough school inspection is completed annually and the report is kept on file in the school office. The most recent school inspection report states, “overall the school is in good condition, clean and well maintained. However minor leaking and age are taking its toll” (School Inspection Program QSER November 2004).

Asbestos Re-inspection/Surveillance reports and annual Fire Inspection reports are kept on file in the office and are available for review (AHERA, 2004; Emergency Manual).

Request for minor repairs are submitted to the facilities manager following the completion of the Minor R&M Request Form. The facilities manager receives the request and either assigns an area custodian to fulfill the request, or will submit a request to the DAGS R&M team (WPCS Teacher Handbook-Operations).

**Emergency procedures**

Written procedures for coping with disasters, illnesses, and injuries are published in the Wai‘alae School Handbook. Each classroom is equipped with a WPCS Teacher Handbook, which clearly states the actions to be taken in the event of a natural disaster or other emergency situations. Currently, Wai‘alae School has two systems of communication between the office and the classrooms. In case of a classroom emergency (medical or behavioral) the teacher sends a student to the office with the Red Alert Card. The CEO, Counselor, or Health Aide, or another staff member will respond. A Yellow Alert Card is also provided which is used if a teacher needs immediate, short-term supervision of his/her classroom from a neighboring teacher (WPCS Teacher Handbook).

The computer Announce System is also used throughout Wai‘alae school classrooms. Should a teacher have a situation requiring quick attention, this system sends a pop up message along with an audio beep to a partnering computer. Currently, four members of the office and administrative staff have this partnering system.

The Emergency Safety Section of the Teacher Handbook covers the standard operating procedures in cases of emergency, i.e. fire drill, lockdown, off campus evacuation, on campus evacuation, hurricane. The school also provides a State of Hawai‘i DOE Emergency Procedures Guide, which includes step-by-step instructions for various emergency/crisis situations. Both manuals are kept in the classroom.
Each Wai‘alae school family receives a copy of the school’s standard operating procedures in case of an emergency (WPCS Handbook pg. 14-16). This covers school closure, evacuation, and lockdown.

The Wai‘alae school staff and administration are exploring options to the Alert Card and Announce Systems, as both have separate drawbacks. Relying on a young child to carry the Red Alert Card to the office in time of emergency and a computer system, which is effective only if the receiving computer is turned on and is being actively monitored, provide tenuous security. Providing a phone system was explored but proved extremely costly. Having the teaching staff utilize personal cell phones appears to be a viable option and is currently being explored.

**Food Service**

A breakfast service for students and their parents is served from 7:00 am to 7:45 am. A morning recess snack and juice are available and the lunch service runs from 11:00 am to 12:30 pm on school days. Breakfast and lunch menus are sent home monthly. Should a student have special dietary needs, a parent/guardian must send a note to the health aide and arrangements will be made to accommodate the student’s needs.

Lunch procedures, rules, seating, cleanup, and schedule of student monitors are clearly stated in the Teacher Handbook. General rules and reminders regarding appropriate behavior in the cafeteria are discussed in the WPCS student and family handbook (pg 14).

The Wai‘alae school cafeteria is run by the Sodexho Food Service Company. They comply with the state of Hawai‘i, DOH food service regulations as well as the HACCP guidelines for food safety (DOH, Sodexho Safety Policy Manuel 2004). Sodexho embraces safety for the following reasons: “humanitarian, governmental, contractual, public image, productivity, financial, and quality,” with the understanding that “a safe operation facilitates greater quality.”

**Supervision of students**

Supervision of students during morning recess is on a rotating schedule for the teaching staff. The designated play areas for the students, which are also on a rotating schedule, are clearly listed in the WPCS Teacher Handbook. Teachers on yard duty pick up walkie-talkies and clipboards from the office; one set for the Petrie park position and one set for the Campus field.
positions. The clipboard contains Playground Violation Forms and emergency instructions. The Playground Violation Form will be completed upon repeated or serious violations and will be submitted to the counselor.

General rules, maps and consequences for rule violations are listed in the WPCS Teacher Handbook. Recess guidelines may also be found in the Waiʻalae Student Handbook (pg. 13).

The supervision of students during off campus activities, such as field trips, is discussed in the WPCS Teacher Handbook. Parental agreement forms and student medical insurance forms are collected prior to any off campus activity. Teachers also request appropriate parental assistance for these events. Licensed and insured motor vehicles and operators are hired to provide transportation for field trips (WPCS Teacher Handbook). One teacher per grade level is required to carry a first aid kit to deal with minor cuts and abrasions.

Supervision of students extends past the 2:15 dismissal bell, through the school’s A+ Program. This after school care runs from 2:15-5:30 pm. This program follows state of Hawaiʻi DOE guidelines and is administered by Waiʻalae school personnel.

While Waiʻalae School has offered the A+ program to its families for many years, the 2005-06 school year has been the first year the school has assumed full management of the program. The purpose of this change was primarily to maintain the continuity of school life. The A+ program now incorporates the school-wide Positive Behavior Support program (PBS), and continues to focus on the intellectual, social/emotional, and physical needs of the students. The inclusion of the A+ program continues the “whole child, whole campus, whole day educational plan” for student learning and behavior throughout the school day at Waiʻalae school.

The A+ program’s overall goals are:

1) To provide after school supervision for children in a stimulating and caring environment.
2) To reduce the incidents of latchkey children.
3) To reinforce and expand learning experiences of children.
4) To enhance the relationship between home and school in collaboratively meeting the needs of the children.
5) To improve the physical fitness of the children.
6) To better utilize school facilities.

The state mandated components of the program, which are adhered to at Waiʻalae school include: free play/snack, enrichment, coordination and physical development, character development, study and interaction (A+ Operations Manual 1999, DOE).
Geographic safety

Waiʻalae Public Charter School (WPCS) is located in a residential neighborhood, with the surrounding area composed mainly of single-family residents. The school sits between 19th and 20th Avenue, with Harding Street and Pahoa Avenue on the other two sides of the campus. Parking, traffic control and student crossing areas have been a continual source of concern for the school. A number of years ago, the school successfully petitioned the City and County of Honolulu to designate 20th Avenue as a one-way street during school hours. It is now closed to vehicular traffic Monday-Friday during school hours. This has provided easy and safe access for the children to Petrie Park on 20th Avenue from the school grounds. Parents are instructed to utilize diagonal parking during pickup and drop off times. At 2:45 pm on school days the street reverts to two way vehicular traffic and parallel parking. 19th Avenue provides some parallel parking next to the school, but parking on the residential side of the street is prohibited.

The school has recognized the need for clear pickup and drop off areas along 19th Avenue and has painted white lines to indicate these areas. The use of the school JPO System has also been very effective in creating a safe and timely drop off system. While these changes have increased the safety of the Waiʻalae students, there remains a concern regarding the need for additional crossing guards. The school also receives yearly complaints from residents on 19th Avenue, about parents parking on their property boarding 19th Avenue. The school has dealt with this by repeatedly sending out flyers home and posting appropriate parking maps in various locations around the school. Traffic rules are thoroughly discussed in the WPCS Handbook, pgs. 5-6. A parking map is also provided on the back of the same Handbook.

Health Room

The Health Room is the First Aid and Triage (injury screening) Station for sick or injured students and staff at Waiʻalae School. The Health Room is an integral part of Waiʻalae School and is equipped and supported by the Department of Health.

The two primary functions of the Health Room are: 1) Palliative Treatment (temporary relief) of medical problems in a considerate and caring manner. 2) Prevention of the spread and propagation of infections and contagious diseases or processes within the school community. (WPCS Teacher Handbook). The health room aide abides by guidelines set by the DOH, which
are listed in the Health Room Manual. The management of the health room, basic first aide, medication administration, documentation, screening and school health requirements for school attendance are documented in the manual and are practiced by the health room aide (Health Room Manual).

The Wai‘alae School health aide meets all DOH job requirements and is certified in CPR and First Aid. The health aide keeps emergency cards on file for each student. These cards are updated annually and provide emergency contact and health insurance information. Specific procedures for student referrals to the health room are made available to the teaching staff (WPCS Teacher Handbook). Prior to sending the child to the health room, the teacher must fill in the orange health card which provides contact information and a list of prior referrals, reason for referral, and disposition of referral. The health room aide assesses the situation and dispenses appropriate first aid. Parents/guardians are notified if the child needs to be sent home. The parent/guardian must sign out their child with the health room aide before taking the student home.

The health aide is responsible for maintaining the health room and all pertinent health records for each child. He/she is also responsible for the inventory of supplies and provides first aid material to teachers for class use and school excursions. The aide annually reviews and updates the State of Hawai‘i Form 14 and Student Emergency Medical Cards to ensure immunizations and TB testing are up to date. The health aide also monitors the use of prescription medication taken during school hours. Children who take these medications must have a signed permission form (SH536) from their parent on file in the health room. All medications are stored in a locked cupboard in the health room (Health Aide Manual DOH).

Wai‘alae School parents are informed of the purpose of the health room, as well as given general guidelines in evaluating whether a child is too sick to attend school (WPCS Handbook). Rules regarding medication, Form 14 and TB testing are also provided at the beginning of the school year.

Special health needs for individual children are assessed on a case-by-case basis. An example would be a student with a milk or food allergy. A doctor’s note is required stating the specific allergy and must be updated annually. This information is shared with the cafeteria staff that provides appropriate alternatives for the child’s meals (WPCS Handbook).

While some staff have received specialized training in CPR and First Aid, there is no consistent training scheduled for the Wai‘alae staff in these areas. The Wai‘alae administration has recognized this need and would like to see two teachers per grade level receive this training on an annual basis.
Another issue of concern is the physical placement of the Health Room. Its close proximity to the school office has resulted in its frequent use as an office entry point for the faculty. This has raised concerns about confidentiality for the students as well as germ exposure for the faculty as they pass through the health room on their way to the office.

Student safety and discipline

During the school day and in all school organized student activities, the school staff is accountable for student safety. Wai‘alae School staff is instructed to practice and enforce the Student Safety Rules stated in the Student Safety Document (WPCS Teacher Handbook). These include the consistent supervision of children within school buildings and on the playgrounds, enforcement of the proper use of all play areas and equipment and the consistent use of Wai‘alae School identification badges for staff, students and visitors. Students are required to wear the goldenrod colored passes whenever they leave the classroom during class time. Examples include: running errands for the teacher/classroom, using the restroom, going to the health room, being the office monitor. While the lower grade level students adhere strictly to this policy, 4th and 5th graders appear inconsistent with this rule.

The Wai‘alae School community believes that schools have an educational responsibility to promote a positive understanding of discipline and self management by “establishing a school environment where behavioral expectations of students and adults are clear and promote a climate of cooperation,” and by “developing a desire for self management and responsibility for actions” (WPCS Handbook). The school’s discipline policies serve as a guide for appropriate and acceptable behavior.

Student discipline guidelines and list of contraband items are set forth in the WPCS Handbook, pgs. 11-13. A description of a socially responsible student explains the rules as well as the reasons for their inclusion in the discipline policies. The specific disciplinary steps taken by the school staff are also discussed in the handbook, as is Wai‘alae School’s adherence to a “Zero Tolerance Policy,” when handling incidents involving endangering and/or physical contact by students (WPCS Handbook).
In conjunction with the discipline policy is the school’s “commitment to provide a comprehensive Positive Behavior Support System (PBSS), that is consistent school-wide and incorporates character education as part of each child’s daily experience.” Two examples of this are the newly developed rubric, “E Ho’o Maika‘i Kakou: Coming Together to be Our Best,” and the daily television announcement system, “Project Wisdom.” The rubric clearly lists school behavioral expectations and Project Wisdom provides a motivational message for the students at the beginning of each school day.

An example of how Wai‘alae implements its safety measures may be seen through the school community response to the loss of the cafeteria during the 2003-04 school year. The school was able to work as a team to turn this problem into an opportunity to make significant improvements in the school’s food service program. A parent volunteer stepped forth to research several potential food service providers and arranged meeting times with these providers and concerned parents. Focus groups made up of students, parents and staff were conducted to determine needs and preferences. These findings were presented to the parent community who then voted for a food service provider. The Fall semester of 2004 opened with an improved cafeteria, which included a salad bar, and three daily meal options for the children’s lunch menu.

Working together as a group and involving all components of this community ensured the well being of the Wai‘alae School population.

**Summary**

The comments received from the school community during the open forum on January 18, 2006, reinforced several previously noted concerns and raised a few new issues.

**Safety issues** included *communication* between classrooms and office and the *physical safety* of the children.

The communication issue was noted in the main report.

Physical safety concerns fell into three categories: 1) On campus play time supervision, 2) Improved physical safety for children via gates leading to 20th Avenue, 3) Clearer rules during recess and written discipline policies.
Health issues were raised concerning *cafeteria food* and *staff training*.

Parents expressed a desire to see less sugary and fried, fatty foods on the lunch menu. Another concern was the need for regular CPR training for staff, an issue which was noted in the main report.

These concerns may be addressed by the SIP. Some are currently being resolved; for example, gates leading to bordering streets, while others may be addressed over the next few months; for example, offering healthier lunch choices. Issues such as CPR training and resolving the physical communication between the office and classrooms may take more study and significant funding to be resolved.

**Areas of strength**

1) The Waiʻalae staff is responsive to health and safety concerns. Suggestions from students, parents, faculty and staff are treated seriously and appropriate actions are taken in a timely manner. (Several areas of concern which were listed in this report’s first draft were addressed and resolved by the time the second draft was completed.)

2) The Waiʻalae School staff is able to work together smoothly and cooperatively as a group. Many of these individuals have a long association with the school, resulting in a stable, efficient and effective team, which in turn has a profoundly positive impact on the overall health of the Waiʻalae School community.

3) The recently implemented “Whole Child, Whole Campus, Whole Day Educational Plan” appears to be having a positive impact upon the school community in that the school is able to address the intellectual, social/emotional and physical needs of the children through the revised curriculum, comprehensive student support system, state and federal programs, tutorial and parent volunteer programs as well as special projects and activities.
Areas in need of improvement

1) Emergency communication between the classrooms and the office needs to be more secure and efficient.

2) Consistent, annual first aid and CPR training should be provided to the Waiʻalae staff to increase the safety of the children.

3) Improved communication to the faculty and staff regarding the need for the health room to remain private in order to maintain a confidential environment.
FINANCIAL RESOURCES

Criterion: The resources available to your school are sufficient to sustain the school’s program and are effectively used to carry out the school’s mission. The school engages in responsible financial planning and fund development, consistent with the school’s mission, and designed to ensure the school’s future viability.

The current resources available to the school are sufficient to sustain the school’s current program and are effectively used to carry out the school’s mission. Since 1996, the school has not operated in excess of funding (revenue). The school has cash reserve of 20% of operating budget, which is slated to cover unexpected expenditures. There is also a small endowment called the Waiʻalae School Foundation that has approximately $14,500.

The personnel staff is the most valuable asset of the school. They educate, support and carry out the vision of the school. Approximately 83% of the operating budget is for personnel expenses. The pay and compensation structure is determined by the union contracts with the State of Hawai‘i and therefore, does not allow the school to entirely link compensation to the school’s program and/or mission. The school, however, does control hiring quality personnel and formulates and provides for other benefits in the budget to attract and maintain quality personnel. For instance, the budget includes $1,000 per teacher for professional development courses or seminars. This budget item is 1.4% of the total budget. The school has on staff, special subject teachers (Art, P.E., Music, Hawaiian, and Technology Coordinator) to carry out the school’s vision of educating the whole child and developing well-rounded individuals. The special subject teachers also allow for the home-room teachers to have articulation time for planning and coordinating the grade level curriculum.

The primary source of funding is from the State of Hawai‘i through the per pupil allocation process. However, outside resources are also utilized to obtain additional funds to carry out the school’s vision. Annually, the Friends of Waiʻalae (FWS) provides $500 for each classroom teacher to purchase supplies for their classrooms; as well as Administrative funds which are to be used at the discretion of the school administrator. Historically, these funds have supported school programs (such as: JPO, Music, P.E., Hawaiian, Needy Student Fund for field trip, etc.) that do not receive
direct funding from the State of Hawai‘i. FWS also provides funds for the Learning Huis (LH). LH are parents who act as liaison between their classroom teacher and the other parents in the classroom to provide support for the enrichment of students’ learning. They also plan with teachers to carry out parent/child learning outside of classroom activities. Some examples of these activities are 1st grade’s Snooze in the Zoo, Big Island Trip for 4th grade, 2nd grade’s Mad Science. FWS also funds purchases of miscellaneous equipment. Last year, FWS contributed $15,000 towards the purchase of various kitchen equipment and upgrades for the school’s cafeteria. The school also takes advantage of business and community programs to supplement revenue. E-Scrip is one example of such programs; revenues from these types of programs averages $3,000 annually.

Financial planning is performed annually when the funding allocation is finalized and allocated to the school from the State. Wai‘alae has an adequate process to administer its assets and meet its fiduciary responsibility with regard to the current budget. The Business Manager is responsible for managing and administering the budget with CEO overseeing the whole process on an on-going basis. Any major deviation is reverted to WSB Finance Committee. Financial reports are submitted to WSB and WSB Finance Committee monthly for review and discussion.

The current budgeting and review process is somewhat adequate for addressing current and immediate needs of the school as it only allows selected areas of the budget to have input into its creation. Moreover, this process does not fully maximize and plan for the school’s full potential.

The school does not have a strategic plan to develop a long range financial plan. There are no plans for further development and support of the endowment fund and to seek other sources of revenue. At this time much needed expertise in the areas of strategic and financial planning, legislative, negotiation and legal issues should be part of the governing board.

Summary

At the January 18, 2006 Open Forum, the Financial Resources Committee received various comments from the attendees of this meeting. In reviewing the list of comments, there appears to be a need to educate the parents, community, and the faculty and staff of the various components and responsibilities (organizations and educational programs) that make up the Wai‘alae School Community.

In addition to the educating those that are involved and interested, there is also a need to review, assess, and document the entire planning and budgeting process so that there is a clear understanding of the interrelationships and responsibilities by the different (individual) organizations (i.e. DOE, FWS, WSB, parents and teachers) to fully maximize the potential of the school.
The comments received from the forum can be classified into two broad categories: planning and funding. Planning involves developing and implementing a long range strategic plan which provide the school with a blue print (direction) of the overall goal. Once the plan is established, then the individual components of Waiʻalae School (HR, budgeting, fundraising, curriculum, WSB, FWS, teachers and parents) could all synergize toward a common goal of funding for positions, assets and facilities, grade level activities and needs, reduce cost of lunches, and improve the overall organization of the school.

**Areas of strength**

1) Waiʻalae has been fortunate that past administrations have built a 20% financial reserve and no need to expend the funds.

2) Internal accounting practices (such as two-signature requirement on checks) are in place to help safeguard against financial mismanagement.

3) School has a $14,500 Endowment Fund.

4) $1,000 is given to faculty/staff for professional development.

5) Each classroom teacher has over $1,000 for classroom supplies.

6) Funding for four special subject teachers.

7) Support of FWS.

**Areas in need of improvement**

**Seek Additional Resources:**

1) Explore the feasibility of employing a grant writer. This person’s sole responsibility is to seek and obtain grants for the school.

2) Assign two members from WSB to actively seek potential donors to increase the endowment fund and to build community relationships for the school. These two members need to be well connected with the business community to be effective.
Financial Planning and Fund Development:

1) Written policies and procedures for the endowment fund need to be developed. The purpose of the fund needs to also be defined and established.

2) Obtain services of consultants for help with developing a strategic plan, efficiency planning and systems review (accounting system and payroll).

3) Require that a strategic plan be developed within the first year, approved by the second year and implemented by the third year. Also, the development of the long-range plan should follow right after the approval of the strategic plan. The strategic plan should address the issue of a cash reserve in the event of an “emergency” or if revenue sources are reduced or eliminated.

4) Reorganize the WSB. WSB is responsible for making important decisions for the school which involve a high degree of expertise in the areas of planning and finance (financial planning and fund development). The current WSB representation does not require that the members have these skills. Currently, the WSB is not effective. One reason why WSB is not effective is the way in which the various constituent groups are represented. There are a total of 12 seats on the Board: four seats for parent representatives, four seats for teacher representatives, two seats for community representatives, one seat for support staff representative and one seat for administrative representative. The parent and teacher groups represent 75% of the Board. Unless there is a requirement that these members must have financial planning and fund development background, they will not be effective in moving the school forward. Suggest reducing the number of seats from 12 to eight (one parent, one teacher, one financial planner, one business executive, two community, one staff and one admin).

5) Begin to accumulate funds for professional services.

Budget Formulation Process:

1) Develop sound budget formulation process, with professional guidance/advice.
HUMAN RESOURCES

Criterion: Your school employs qualified personnel — administrators, teachers, and support staff — who support the school’s mission, who engage in and support ongoing professional development for themselves and others, and who work cooperatively to create an environment in which students can learn effectively.

Introduction

In April 2005, Charlotte Lindsey-Reyes and Lynn Choy, grounds keepers, prepared the garden bed in the center of the kindergarten courtyard with the grounds crew. The special seeds from Maui had arrived and the peanuts were ready to plant. Students, faculty, and staff gathered to watch as the seeds were placed in the ground. It would be months before they were ready. In October 2005, students, faculty and staff gathered again for the harvest. Children were invited to pull up the plants to see the peanuts attached. Everyone marveled at the size and quantity of the crop this small garden yielded! Children and staff ran their hands through the soil hunting for peanuts. It was a bountiful harvest.

This project reflects the collaboration between faculty, staff, students, and administration to give children hands-on experience with nature. Wai‘alae recognizes all adults and children as valuable members of our learning community. Teachers and students come in all sizes, shapes, races, and ages. All can learn together. Effective teaching and learning requires collaboration. Likewise, creating an environment that is safe and inviting is everyone’s job. From office to health room to cafeteria to grounds to classroom, it is a collaborative effort to keep Wai‘alae School safe for learning.
Analysis

As a consequence of using a different procedure for evaluating itself in 1998, our school’s previous WASC accreditation self study “Wai’alae School Focus on Learning 1997-1998: A Self Study for Accreditation” and the “Mid-Term Visiting Committee Report” contained little that directly related to human resources (HR). This year all reports are using the Western Association of Schools and Colleges’ and the Hawai‘i Association of Independent Schools’ “Procedures for Appraising the Independent School - Elementary.” This tool was last revised in Fall 2004.

The school’s mission was recently rewritten in a collaborative effort among administration, faculty and staff to better reflect the uniqueness of Wai’alae School. During the 2004-05 school year, the CEO and the faculty embarked on an effort to review the school’s mission, vision and its objectives for student learning outcomes (see faculty meeting notes). It engaged the help of a highly respected educator to come to faculty meetings and help us revisit and revise our Mission Statement, Vision Statement, and Expected Student Learning Outcomes (ESLRs). Over the course of the year, the group drafted its revisions and laid the foundation for its common understanding and beliefs. A new mission statement was drafted in February 2005 and formally adopted by the WSB in October 2005. The old statement, “to prepare students to engage in a democratic society” was vague and generic. In contrast, the newly adopted mission statement, “Wai‘alae Public Charter School is a student-centered school that honors the whole child. It is committed to nurturing a community of learners who strive for excellence and innovation, empowering all members of the community to actively engage in a democratic society,” emphasizes the school’s values of collaboration and excellence through empowerment of the whole child. The school’s vision “to prepare children for the 21st century as 1) well-rounded individuals; capable of multiple dimensions, 2) self-confident risk-takers, 3) creative problem-solvers, 4) collaborative, and 5) socially responsible to others and the world” clarifies the mission statement well. These statements together were used to assess the degree to which the school’s HR processes served the school.

Wai’alae School’s organizational structure is based on the DOE public school model (see chart). This model delineates roles, responsibility and relationships. While this model has been reviewed in the past, it has not been modified since the school transitioned from DOE to its New Century Charter School status. It is strongly recommended that administration, faculty and staff consider revising the Organizational Chart to better reflect the school’s unique mission and vision.
As our committee began to consider HR and its broad implications for the school, we arrived at two key conclusions that guided the development of this report. First, the culture on campus reflects the school’s mission and vision statements and is determined by school personnel and thus by HR recruitment and retention policies. Second, we function in a closed “union shop.” Three large unions [and their contracts with the State Department of Education (DOE)] set the precedent for the HR policies of the school. Ideally, HR policies and processes would directly result from the school’s mission and vision statements, however the school is required by law to conform to the collective bargaining agreements in place. In creating this report, our committee struggled with the barrier to ideal HR policies and procedures that these contracts represent. Being mindful of these mandated constraints, we decided to focus upon the processes that we can control, the processes that the governing union contracts allow us to manage and influence. These key areas are recruitment, evaluation and retention.

Recruitment

Based upon interviews of key administrative personnel at the school and, when necessary, a review of the governing contracts, flow charts were constructed that define the hiring processes in practice for all personnel at the school (Appendix 1). The school’s personnel policies are largely contained in the DOE School Code (see office copy). A school committee was formed during SY2003-04 to begin drafting Wai‘alae’s own personnel policies. This process was not completed. As the Human Resources committee reviewed the cumbersome State process for hiring, it became evident that Wai‘alae School would benefit from a clear and concise policy manual reflective of Wai‘alae’s unique charter school status. It is our strong recommendation that this process be completed. Perhaps, hiring someone to create the draft would be most efficient.

The school undertook a process of revising its faculty handbook. Faculty volunteers reviewed and modified the document with input from administration and staff. This new handbook was distributed to all faculty members at the start of SY2005-06.

In the recruitment process, several deficiencies and inconsistencies are noted. Administrative and support staff have generic job descriptions that come from the DOE. Teachers do not have job descriptions at all. The school needs to start by creating a job description for teachers that is aligned with its mission and vision. With regards to the initial screening of teacher applicants, the school’s current recruitment packet does not set minimum requirements but does provide an extensive list of “desired qualities.” To clarify the screening process and document our affirmative action hiring processes, the school needs to explicitly define the minimum requirements in this recruitment packet and develop a scoring system to take those into account along with the already
defined “desired qualities.” To rectify an inconsistency between the interview packet and the Hawai‘i State Teachers Association (HSTA) contract with regards to the composition of the teacher selection committee, the school needs to change the recruitment packet so that it is consistent with the HSTA contract regarding the committee’s composition. The school currently has set aside 1.5% of its budget for recruitment costs that include advertisement costs. To further improve recruitment efficiency, consideration should be given to increasing this to 2 or 2.5% to expand the “reach” of the school’s advertisements. Also, paying the cost of relocation or PRAXIS exams or visits to the school from candidates that might be from out of state should be considered. The teacher interview questions need to be directed toward what we want to see in our faculty culture. Our CEO has recently rewritten the teacher interview questions and obtained feedback from current faculty and staff. These new questions have been a part of several teacher recruitments this past year. We have no data regarding the effectiveness of these questions in the recruitment process at this time.

**Evaluation**

Responsibility for evaluation of the CEO lies with WSB. At the start of SY2004-05, a new CEO was hired. The WSB is currently developing its methodology, based upon standard assessments designed for chief executives, to evaluate the CEO. Once completed, this process needs to be clearly delineated for the school so that a consistent method for evaluation is employed.

The school recognizes the importance of faculty evaluation. The contract between the HSTA and the WSB is based largely upon that between HSTA and the DOE. It requires that “the School will use the evaluation process prescribed by the Hawai‘i Professional Evaluation Program for Teachers (PEP-T) to annually evaluate all non-tenured and certain tenured teachers selected according to a list maintained by the CEO.” All tenured teachers are evaluated every three years. This assessment instrument (see PEP-T manual) focuses the faculty and administration on five criteria: 1) Designs and implements effective strategies to develop self-responsible/independent learners, 2) creates and maintains a positive and safe learning environment, 3) uses assessment data, 4) demonstrates professionalism and 5) reflects on practice. These criteria offer an initial positive means to assess faculty performance. However, the PEP-T assessment criteria do not offer enough focus on a common understanding of how theory and practice should be manifest in the classroom based on the school’s mission, vision, and student outcomes. In other words, it doesn’t address the question “What does quality instructional practice look like at Wai‘alae School?” This is an area that needs to be addressed. In accordance with the current teacher
contract, a committee was formed to initiate the discussion for a teacher evaluation process appropriate for teachers at Wai'alae School. A draft document was completed but more revision and discussion needs to take place before finalizing the process. At this time, the committee has not yet met to complete this task. The assessment of “DOE tenured” faculty every three to five years provides a less than appropriate evaluation frequency in the view of this committee. It is suggested that the school develop its own teacher evaluation tool to more accurately reflect best educational practice and consider increasing the frequency with which it evaluates its teachers.

The formal process to evaluate support staff is through the Performance Appraisal System (PAS), a Department of Human Resources Development (DHRD) reporting system that rates employees on quality of work, quantity of work, timeliness, reliability, initiative, relationships with others, communication, job knowledge, problem solving and supervision. It is done annually. For new hires, it is done after a six-month probationary period. The CEO evaluates the special education staff and remaining support staff. The PAS suffers from similar limitations to those of the PEP-T by not being specific to the school’s mission and vision statements. It is suggested that the school develop its own classified personnel evaluation tool and determine the frequency with which it evaluates them.

Frequently, the CEO and dean of students receive unsolicited comments from staff on the performance of support staff. An example of this kind of feedback just occurred in response to the school’s recent Halloween celebration event. Teachers and other staff commented on what a great idea the school’s pumpkin patch was and how much they appreciated the custodians for their hard work in support of the idea and putting on costumes! This kind of recognition is a strong indicator of satisfactory performance among support staff.

We suggest that an important goal for the personnel evaluations as they are developed is that they are consistent with the students’ evaluation process, so that all personnel and students would define their goals at the beginning of the school year and be assessed, based upon those goals, at the end of the year. The process of termination of an employee is clearly defined by the governing contract. Compliance with state and federal law must continue to be assured.

Retention

Professional development is part of ongoing school improvement and is supported by the administration and WSB. Approximately 2% of the budget is allocated for meaningful and relevant experiences. Examples of recent off-campus experiences included visits to other schools on the mainland, outer island schools, and schools on O‘ahu.
With the adoption of a new math curriculum in SY2005-06, professional development became a primary concern. Representatives from every grade level participated in training during their summer vacation. Upon returning to school in July 2005, faculty and administration worked together to continue the math training for all faculty. Faculty and administration agreed that professional development money for SY2005-06 would be spent on math and science training (see GLC meeting minutes). Continued emphasis should be placed on how curriculum, instruction, and assessment practice will impact student learning in science and math. What will be different for the students?

The school has supported teachers by providing funds for them to pursue their own professional growth. As an example, some of the Reading Cadre members visited schools in Washington to gain more knowledge of how Readers Workshops were implemented. Presenters were brought to Hawai‘i for workshops to help teachers develop strategies within their classrooms (PD applications). In addition, all other professional development requests should be reflective of the teacher’s Duty 5 (reflects on practice).

Professional development is currently allotted at $1000 per employee but most are not using it. Twenty-five percent used it last year. We recommend that the school explore ways to increase the utilization of these professional development funds by its personnel. The WSB just expanded the use of these funds to help defray the cost of PRAXIS exam fees and state licensure fees for teachers. In addition, a part-time faculty mentor, Aileen Yanagihara, is available to new faculty to assist in their development.

Finally, the negotiation of pay raises for teachers is based upon the contracts between HSTA and DOE and any additional contract between the school and the HSTA. To improve retention of faculty, the school has made it a priority to exceed the pay defined by the HSTA contract with the DOE.

There are several other areas more distantly related to HR, which are deserving of discussion. They are communication, collaboration and participation, and school improvement.

**Communication**

Communication between and among personnel, students, parents and community members is valued at the school. The faculty meets formally and informally in a variety of ways to receive information, exchange ideas, or discuss problems and issues. Faculty meetings are held weekly on Wednesday from 2:15 pm-3 pm. A variety of issues, information, and subjects are discussed (see
faculty meeting agenda). Faculty serve on a variety of cadres to support school wide alignment in content areas. Cadres are composed of grade level representatives. Cadres include Reading & Writing, Mathematics, Science, and Assessment. Cadre meetings are scheduled monthly (see cadre meeting agendas and notes). Faculty are provided with two one-hour weekly articulation times to discuss grade level issues and concerns, and to plan for grade level events (see articulation notes).

Weekly meetings with all Grade Level Chairpersons (GLC) are conducted to discuss issues, disseminate information to their grade levels, and bring back input from their grade levels to expedite decision-making. The administrator usually sets the agenda but other concerns may also be brought up by members at these meetings (see GLC notes).

Events are posted on a master calendar to keep everyone abreast of events and celebrations that are taking place. Discussion boards and e-mails are also a means for collaboration and sharing of knowledge and resources.

The school has an effective conduit for dispersion of information to school constituents, mainly through the SPCNC. The SPCNC plans and organizes Overviews and conducts campus tours to educate prospective families about the school. She attends monthly FWS meetings and shares school-related information to parents and organizes monthly Learning Hui Coordinator meetings. She attends monthly Honolulu District PCNC Meetings and participates in complex-wide meetings and activities, such as workshops. She compiles a monthly newsletter (Windows on Wai‘alae) and writes a weekly article for the Backpack Express to provide families with a view of school life and share information on upcoming school events and other important school-related information.

**Collaboration and participation**

Opportunities for collaboration between administration, faculty, staff and parents occur frequently and in a variety of ways. The school’s personnel all seem to find ways to contribute their talents and abilities to better the school and the environment at the school for learning.

The 4th grade Hawaiian garden is a recent example. A parent, who works for the Bishop Museum, approached the administration with an idea for collaborating with 4th grade to expand the Hawaiian garden. Administration contacted faculty and set up a meeting of the initiating parent, involved faculty and the CEO. A plan was conceived and decisions were collaboratively made. Similarly, the 3rd grade faculty wanted to create a compost pile to support their curriculum focus on soil. Because the proposed site was near other classrooms, they first approached the
administration for agreement to proceed and to inquire of any potential problems. Second, they spoke to the faculty of adjacent classrooms for concerns, and then contacted the grounds and maintenance crew for their perspective and expertise. This simple process demonstrates the continuous involvement of all parties in planning and decision-making.

The CEO began Project Wisdom this school year. The CEO and teachers and students are videotaped by a technology coordinator and issue a short “wisdom” for the day. An Educational Assistant (EA) for special education uses his training in graphics and editing to essentially produce the videos. This collaborative effort provides an opportunity for all within the school to hear a unique message every day.

As a demonstration of their understanding of their responsibilities toward and their role within the whole school, the teachers participate broadly in all aspects of school-related activities — cadres, grade level committees, WSB, FWS, The Learning Hui, administrative committees, GLC, and TEACH. While there are no clearly defined expectations for faculty regarding activities outside of school, there is an expectation that the faculty and staff live the mission and vision of the school. The faculty have traditionally done grade level fun fairs and potlucks to encourage fellowship among teachers, parents and community members. In addition, activities outside of the classroom often spontaneously emerge as a consequence of activities that occur within the school.

Support staff understand their roles in support of the school’s mission. Recently the head custodian and her staff made a pumpkin patch over the weekend for a Halloween event on the following Monday. They carved pumpkins and distributed them to create a unique pumpkin patch. They participated in the event by dressing up in costumes. The pumpkin patch taught the students creativity and demonstrated humor and self-confidence (adults dressing up in costumes). One of our EAs is also the JPO Advisor. In that capacity, she teaches the students “life lessons” such as responsibility, punctuality, integrity, pride. This year the office staff and SPCNC have worked to implement Meal Tracker in the school (to track school lunch and breakfast costs) to be in compliance with the Federal School Lunch Program. It eliminates the need for students, as well as staff, to bring breakfast and lunch money daily to school and prevents loss of money by students. One of the other EAs, in her job as SSC clerk, maintains the school’s special education records. Another EA has been an asset to the school not only in her interaction with one of our autistic students but also in helping out at school events.

Support staff routinely help out at extracurricular events that support the school’s basic functioning. The registrar has been involved with Fun Fair and FWS activities. She also attends and supports evening parent overview/orientation sessions held from mid-December through June.
of each year. The library assistant, annually organizes a Scholastic Book Fair that runs an entire
week. The event raises funds for the school library. She sets aside a special night for parents and
children to come to school after hours to browse, have fun, and buy books. This year she created
a castle with a drawbridge bulletin board and animals, brought in a guest speaker in Clifford
costume and provided food and drink. It was very well received among the attendees. Yearly, she
puts together the school yearbook, taking pictures at school events, gathering pictures from staff,
writing, editing and preparing a composite that is sent to printers for final typesetting. The SPCNC
organizes activities and events that contribute to students’ well-rounded experience — Jump Rope
for Heart, Kaimuki Christmas Parade, Groundhog Job Shadow Day.

Support staff are involved in the school’s decision-making process. The former health aide
represented the support staff at WSB meetings for more than three years. The business manager
is on the WSB-Finance Committee and provides it with the financial information it needs to make
decisions that affect the entire staff and students and is directly involved in that committee’s
decisions. The SASA has participated in many teacher interviews over several years, as part of an
interview panel that consists of administration, teachers, and support staff.

Committees with functions that are central to the school’s activities are broadly represented
with school personnel. The school has a Key Staffers Committee. The business manager, SPCNC,
head custodian, SASA sit on this committee along with the CEO, dean of students, counselor,
school food services manager and a parent and a student. This group meets monthly to discuss
what is happening in the school and to plan ahead for future school-wide activities. The school
also has a Safety Committee consisting of the CEO, the dean of students, the business manager,
the SPCNC, the SASA, the food services manager, a parent, and a student. This committee
discusses safety issues, hears safety concerns, and develops solutions for implementation.
Everyone has the opportunity for input, including the students, who bring their concerns through
the student council, to this committee at its quarterly meetings.

School improvement

The Waiʻalae School culture embraces ongoing school improvement. The administration
assumes a leadership role in this collaborative process. The administration and WSB assure the
financial resources are available to support decisions affecting all aspects of the school’s function.

Faculty representatives from every grade level serve on curriculum content cadres to address
specific content standards, alignment and understanding. During school year 2004-05, the math
cadre completed the process of selecting a mathematics curriculum to address the concerns of low
math scores. The selection process (see math cadre minutes) included criteria that would be in harmony with a constructivist approach, support hands-on learning, and emphasize critical thinking. Once the selection was made, faculty and administration worked together to develop a plan to meet professional development and training needs in support of this new curriculum.

In school year 2004-05, administration and faculty reviewed the school’s Charter School Detailed Implementation Plan noting that the school had moved away from the science and social studies integrated curriculum approach. In response, faculty and administration began refocusing on this element and created the “global focus” plan. While this remains in a preliminary development phase, it has promoted dialogue within and between the grades. Wai‘alae School should continue this process with the goal of publishing a Wai‘alae School curriculum.

The administration supports teachers’ efforts to focus on student learning and development by providing professional development money, grade-level articulation time, and the establishment of content cadres. The school schedule is designed to give teachers adequate blocks of teaching time with minimal interruption, however, the daily schedule should be reviewed for effectiveness and support for student learning.

The administration needs to support the faculty in improving the relationship between instruction and assessment, the value of regular and ongoing student assessment, and effective strategies for differentiated learning (see PEP-T reflections on practice).

In late 2003 and early 2004, an open forum event was initiated and planned by parents to address the direction of the school, concerns about the curriculum, and avenues for improvement. Data from this event was widely circulated and was included in the school improvement process. This event was the impetus for the selection of a school-wide math curriculum. In addition, students, faculty and parents are given the opportunity to voice their concerns in at least two periodic school surveys (see School Quality Survey and Wai‘alae School Parent Survey). Other means of communication are available for parents and include the weekly Backpack Express, monthly newsletters, email, phone conversations, and informal discussions before and after school.

**Discussion**

We have identified areas for improvement that arise from inconsistencies in HR processes at the school. Does this analysis reflect a complete and accurate assessment of HR at the school? Early in our analysis, we determined that the WASC-HAIS guidance document was imprecise
with respect to HR. We consistently struggled to determine the “boundaries” of HR. For example, we wondered how answering questions (for administration) requesting a description of ongoing school improvement or involvement of faculty and staff in planning and decision-making related to HR. It seemed to us that these would have been better answered in the Governance Section. We feel that we had good representation of the groups involved as our committee consisted of two key administrative personnel, three teachers, and two local school board members and met regularly in open meetings. We are not confident that everyone that might have wanted to participate was given appropriate notice. It is conceivable that the participation of such individuals might have altered our analysis and conclusions. Thus, to be confident that our self-study is reproducible and to identify other areas for improvement that this committee may have overlooked, we recommend that an external review of our HR processes be considered by the school. Finally, formal HR training is recommended for the CEO and other key administrative personnel.

Validity of this report is based in the methodology used to obtain the data and do the analysis. The impact of omitted data should be considered in an analysis of validity of this study. Our committee did not review the process for hiring of the CEO and Student Service Educational Officer (SSEO) as this falls under the purview of the WSB and the Governance Committee.

In conclusion, we have shown that, in general, the culture that arises from our HR processes does fit with our school’s mission and vision. Personal communications involving committee members have led us to believe that most parents and local school board members feel that staff are attracted by the school and are uniquely invested in the mission and vision of the school. However, we have identified several areas for improvement and made specific recommendations accordingly.

Summary

Through a process of gathering, reviewing and analyzing the available data on Human Resources (HR) at the school, the HR committee assembled a list of strengths and needs, that were subsequently presented to the greater school community at an open forum in mid-January 2006. Feedback and comments were gathered, organized and analyzed in the context of the original findings of the HR committee. Without intending to discount the individual opinions or comments expressed at the open forum meeting (all are available for review), this paragraph represents an attempt to distill these down to a shortened list of those that are most important for the school and
merge them with those already identified by the committee. Comments received fell into the six broad categories of 1) positive feedback, 2) support for school personnel, 3) retention and firing, 4) the presence of trade unions in the school, 5) professional development, and 6) parental involvement. Generally, there were several comments to validate the committee’s conclusion that school personnel were successfully creating a culture defined by the school’s mission and vision. A new and key area that was identified by the open forum participants was that there needed to be much stronger orientation processes for new personnel hired into the school so that they would have maximal opportunity to 1) appreciate the unique mission and vision of the school and 2) see their role in contributing towards their achievement. In contrast to conclusions drawn in the committee’s report, there were comments that were very supportive of the influence of trade unions on the school’s HR processes. There was a clear sense that processes that encourage retention of quality teachers are needed, but specific suggestions were not provided. There was, in addition, a strong recognition of the need for clear HR policies and procedures.

In summary, this committee acknowledges the great strengths in personnel that exist within the school. However, it identifies the following needs as most critical for the school to fill over the next six years. Alignment of the school’s HR policies and procedures with the school’s mission and vision are critical. First, the school should redraft an organizational chart that reflects the unique mission and vision of the school (first year). Second, when the organizational structure is clarified, a clear HR policies and procedures manual should be developed for the school (over the next five years) so that these critical processes are clearly defined for all personnel and are consistent with the school’s mission and vision. Such a manual should include clearly defined processes for the recruitment, orientation, evaluation and retention of qualified personnel. Third, expectations of all personnel, that are consistent with the school’s mission and vision, need to be clearly defined (over the next five years) so that everyone is unified in their efforts toward achieving those expectations.

Areas of strength

1) There is good evidence that the school’s personnel are successfully creating a culture on campus that is defined by its mission and vision statements.

2) The school’s HR policies, while imperfect, have allowed the assembly of a staff that are qualified.
3) The school’s administration, faculty and support staff willingly collaborate to improve the school.

4) There are many channels for students, parents, support staff, teachers and administration to both receive information and voice any concerns that they may have about the school.

Areas in need of improvement

1) It is strongly recommended that administration, faculty and staff consider revising the Organizational Chart to better reflect the school’s unique mission and vision.

2) It is strongly recommended that the school complete the process of drafting its own personnel policies manual.

3) It is strongly recommended that the school create job descriptions for all personnel that are aligned with its mission and vision.

4) The school needs to explicitly define the minimum requirements in its teacher recruitment packet and develop a scoring system to take those into account along with the already defined “desired qualities.” The school also needs to change the teacher recruitment packet so that it is consistent with the HSTA contract regarding the selection committee’s composition.

5) Consideration should be given to increasing recruitment funds to 2 or 2.5% to expand the “reach” of the school’s advertisements. Also, paying the cost of relocation or PRAXIS exams or visits to the school from candidates that might be from out of state should be considered.

6) It is suggested that the school develop its own teacher evaluation tool to more accurately reflect best educational practice and consider increasing the frequency with which it evaluates its teachers. It is also suggested that the school develop its own classified personnel evaluation tool and determine the frequency with which it evaluates them.

7) It is recommended that the school explore ways to increase the utilization of its professional development funds by its personnel.

8) It is recommended that an external review of the school’s HR processes be considered.

9) Formal HR training is recommended for the CEO and other key administrative personnel.
Administrative organizational chart
Administrative / Faculty / Staff positions

Administration and Support Services Staff
Chief Educational Officer ........................................ Wendy Lagareta
Dean of Students ............................................... Annette Masutani
Counselor .......................................................... Mark Guillermo
Mentor Teacher .................................................. Aileen Yanagihara
SASA ................................................................. Joan Yoshida
Business Manager .............................................. Sandy Muraoka
Registrar/Office Clerk ........................................ Laura Okamoto
Health Aide ........................................................ Laurie Nakagawa
Facilities Manager .............................................. Charlotte Lindsey-Reyes
Custodian .......................................................... Lynn Choy
Custodian .......................................................... Cassandra Choy
Custodian .......................................................... Denise Choy
Custodian .......................................................... Kim Nguyen
Food Service Director ......................................... Dexter Kishida
Chef ................................................................. Derrick Yee
Food Service Assistant ........................................ Wayne Katayama
Food Service Assistant ........................................ Thim Oyafuso
Food Service Assistant ........................................ Jean Shaver
Librarian ............................................................ Leanne Mercado
Library Clerk ...................................................... Debbie Yamada
Technology Technician ........................................ Eric Kaneshiro
Parent-Community Networking Center Coordinator .... Melanie Sumida
Student Services Coordinator (SSC) ......................... Audrey Sakai-Smith
SSC EA / PSAP Home School Liaison ...................... Cindy Shimozono
PSAP EA / JPO Advisor ........................................ Victoria Fukumoto
SpEd Educational Assistant (EA) ............................ Michael Damaso
SpEd Educational Assistant (EA) ............................ Candy Hori
Adult Supervisor ................................................. Dorothy Kiesel
Adult Supervisor .................................................. Mary Gomez
Speech Pathologist ............................................... Ann Matsumoto
Teaching Faculty

Kindergarten

Jodie Nakamitsu Room C1
Casey Rahmanian Room C2
Ian Okamoto Room C3
Harsjasti Los Banos Room C4

Grade 1

Christopher Au Room C5
Jennifer Alforo Room C6
Sylvia Loveless Room C11
Kelly Czubko Room C12

Grade 2

Lauren Parks Room C7
Sheryl Nixt Room C8
Denise Kealoha Room C9
Saba Polakovic Room C10

Grade 3

Christy Mellen Room B8
Lloyd Nakamura Room B9
Susan Kim Room B10
Yvonne Wakata Room B11

Grade 4

Valerie Nishida Room B2
Suzanne Bernstein Room B3
Becky Larson Room B4
Melissa Perron Room B5

Grade 5

Melanie Ching Room A4
Su-Lyn Choy Room A5
Jo Ann Yamane Room A6
Shirland Yoshimura Room B7
Art
Carolyn Bauer
Room B6

Hawaiian Studies
Donna Anderson
Room B12

Music
Robert Peters
Room B1

Physical Education
Troy Doike
Room A3

Special Education
Lisa Craig
Room A1
Lisa Hendricks
Room A1

ESLL
Pamela Igarashi
Room A2

Technology Coordinator
Tiffany Kalahui
Library

Wai‘alae School Board Members 2005-06
John Basdavanos
Community Member
Richard Girton
Parent Member
Wendy Lagareta
Administration Member
Joan Yoshida
Classified Staff Member
Alex Baker
Student Member
Mary Lucasse
Parent Member
Ian Okamoto
Faculty Member
Bob Watada
Community Member

Student Council Officers and Advisor 2005-06
Avery Asato
President
Kelli Sunabe
Vice President
Trudy Hodnefield
Recording Secretary
Molly Browning
Corresponding Secretary
Travis Shimozono
Treasurer
Jewel Mahoe
Sergeant-at-Arms
Suzanne Bernstein
Advisor
Friends of Wai‘alae School Officers 2005-06

Russ Sumida ................................................................. President
Camille Lee ............................................................... Vice President
............................................................................ Treasurer
Lisa Browning ......................................................... Secretary
Pam Tom ................................................................. Secretary
PHYSICAL RESOURCES

Criterion: The physical plant, facilities, and equipment enable your school personnel to effectively implement the school program. Applicable standards of public health and safety are met. Plans and schedules for preventive maintenance are implemented and updated regularly.

As one walks onto the campus of Waiʻalae School, there is an immediate appreciation for the upkeep and beauty of the physical grounds. Movement around campus seems to flow and classroom placements are organized in a sensible fashion enabling each grade level to collaborate with ease. There are several aspects of Waiʻalae’s physical plant that enable students, teachers, and staff to learn and carry out the mission and vision of the school. However, there are also a few aspects that hinder such growth. The school’s mission is carried out to the fullest in the classroom every day. Classrooms are used for many types of instruction: large group, small group, class discussions, project-based learning, etc. The openness and arrangement of the rooms invite collaboration. The classrooms could use more display space so the children’s work and projects can be more visible. [Mission statement, faculty survey]

The library is a resource for students’ learning and a space to display their work for others in the school to see. Occasionally, the library is used for grade level activities, curriculum nights, parent workshops, and conferences. [Mission statement, faculty survey]

Along with daily use of the dining hall for lunch and breakfast for both students and adults, it is also used for several other events that support Waiʻalae students. The dining hall is where school wide assemblies are held that vary in topic from student recognition to local entertainers performing for the students. It is used as a place for grade level projects as well as a facility for the after school program. [Mission statement, faculty survey]

The open field that separates the upper and lower campus and the Petrie Park playground offer places for children to play during recess. These areas also serve as sites for outdoor class instruction, whole school activities (school picnics, Fun Fair, etc.), student rehearsals and
performances, and student gardening. The school grounds are well maintained by the custodial staff. [Mission statement, faculty survey]

Wai‘alae conducts a campus inspection annually. This inspection is led by various groups within the school community who strive to foster a clean, safe, and sanitary environment for student learning. In order to achieve reliability and validity, each team consists of at least four members. The teams can be formed from the following list of candidates:

- FWS
- Community resident
- Student
- School administrator
- Certified staff member

(any member of the Wai‘alae School staff)

A school administrator or appropriate designee briefs the team as to the intent, purpose, procedure, evaluation standards, common understanding and use of forms in regards to the program. It is the responsibility of the team to collaborate and decide on a method of assessment and the date and time the procedure will take place. The team assesses the school’s six categories (grounds, building exteriors, building interiors, equipment/furnishings, health/safety, and sanitation) using the School Inspection Program (SINSP) worksheet form 2, form 2A and the Standards of Evaluation guidelines.

A restroom evaluation is conducted separately. The SINSP form 2 is completed individually and is used to complete the Quality Evaluation Summary Report (QESR).

Upon completion of the inspection, a rating, based on consensus agreement, is submitted to the office of Business Services, Operations and Maintenance section. The QESR results are used in a statewide report to the Board of Education and legislature. [sinsp program instructions, school inspection report 04-05]

The CEO is responsible for the proper care of the buildings, grounds and all school property, including the management and control of repair and maintenance needs within these facilities. This includes, but is not limited to, making arrangements for custodial services when requested or required. The CEO is also accountable for the supervision of all school custodians.

The CEO is responsible for maintaining a physical environment that is conducive to teaching and learning. The CEO must formulate priorities that are beyond the scope of custodians and
transmit them to the Department of Accounting and General Services/Central Services Division (DAGS-CSD). [School expenditures chart, email from Robert Watada, WSB Chairperson]

Wai‘alae frequently reviews the state and local health and safety regulations to ensure a safe learning environment. All buildings have recently been assessed and comply with all of the requirements of the Asbestos Hazard Emergency Response Act (AHERA). This was a follow up to the 2001 inspection. Inspection occur every three years.

In compliance with Occupational Safety and Health Administration (OSHA) requirements, all school employees annually view a video presentation describing the procedures for handling bloodborne pathogens.

All hazardous materials and substances brought to the school are inventoried by the facilities manager. Items are recorded on the Material Safety Data Sheet (MSDS) as required by the Hazard Communication Standards. The MSDS sheets are readily accessible to all employees. The hazardous items are stored in the flammable cabinet. This cabinet is located in a locked area which is inaccessible to students.

The Honolulu Fire Department conducts an annual inspection of the buildings and grounds to ensure the safety of the learning environments. Fire inspections note any shortcomings that may be found and the school is required to correct the problems within a specified amount of time. Wai‘alae school annually passes the inspection and maintains a “fire safe” environment on a daily basis. In addition, fire drills are conducted each month.

The State Health Department performs inspections twice a year. Sodexho (our food services provider) self monitors monthly as well as conducts physical audits throughout the year.

The following are some of the many procedures in place to promote Wai‘alae’s campus security:

- In the event of an emergency, staff and students are well prepared due to lock down and evacuation procedures practiced biannually.

- Each staff member is required to wear a school-issued identification badge.

- Volunteers and visitors must obtain a pass upon entering the school.

- Keys are issued to teachers and PTT’s at the beginning of the school year and collected at the end of the year. All unassigned keys are signed out to the responsible party and due back the next working day.
All security measures are in place to promote safety within the learning environment. [Monthly safety inspection guide, fire inspection guide, asbestos guide, bloodborne pathogen standards, hazardous materials policy]

Although Waiʻalae School does not currently have a long range master plan, the school continues to make capital improvements as necessary. The most recent upgrades include, but are not limited to, resurfacing the school’s parking lot to meet the Americans with Disability Act (ADA) requirements to provide handicapped parking spaces. Two ADA approved bathrooms were installed for handicap use. In order to fix the low air circulation and ventilation in the C-building classrooms, air vents were installed. Waiʻalae needs to design and implement a facilities master plan. This will allow for uniformity across the school regarding our physical resources.

In July 2004 a list of repair and maintenance projects was complied and submitted to DAGS-CSD. For a complete list refer to DAGS-CSD DOE work order 07-14-04. Each school year, DAGS-CSD submits a list of recommendations of “must do” projects to each school. If Waiʻalae appears on the list, it is recommended that the project is placed as number one or number two in importance on the priority list. A list of projects that were prioritized during the previous school year but did not receive funding is also included. The list is viewed by the custodian and administration to determine the priority of each repair, replacement or addition. Previously completed projects are deleted from the list and the remaining projects are prioritized. Projects are completed as funding becomes available. If no funding is available the project remains on the list until the following school year. [R and M work orders, R and M projects list]

Our physical resources are separated into two categories, facilities and equipment. When a repair or maintenance is required of either, faculty and staff submit a repair and maintenance form to the administration. Minor facilities repair and maintenance is handled by our custodial staff or addressed by DAGS during their routine visits to the school. In the event of a facilities emergency, the administration will contact DAGS and request their immediate assistance. Repair requests for non-audio/visual equipment are submitted to our business manager. In most instances, repairs are contracted to outside businesses. Audio/visual repairs are the responsibility of the school and are performed by our computer technician. When new classrooms or offices are created, they are furnished with essential furniture and equipment. Faculty and staff seeking additional items may use funds allotted to their department or requests can be made to the administration. [Emergency repair form, equipment repair form]
Waiʻalae School’s custodial personnel is evaluated according to the Performance Appraisal System (PAS). The PAS begins with the supervisor and custodial employee discussing specific goals and/or projects that should be accomplished during the rating period. Upon completion of the performance appraisal, the supervisor and the employee discuss the rating and sign the PAS report. The original appraisal forms are sent directly to the Classified Personnel Management Section for placement in the employee’s official personnel file.

The School Custodian III (SC III) is classified as the facilities manager and carries out instructions from the CEO. She is responsible for the general cleaning of the school building. The facilities manager also assists in the maintenance work of the school grounds. It is the responsibility of the facilities manager to assign duties to a small force of custodians and instruct, train, supervise and evaluate them in their performance of the custodial work. The facilities manager also issues custodial supplies and keeps and maintains inventory records of the equipment and supplies. The facilities manager is responsible for planting and assisting in the general landscaping of the grounds.

The School Custodian II performs routine manual work such as cleaning and maintaining school building and the surrounding campus area. The SC II should be capable of following simple oral and written instructions as well as applying methods safely and effectively. [CIP planning and finance section memos, slideshow presentation]

Summary

An open forum was conducted on January 18, 2006 to gather input from various role groups within the Waiʻalae School community. The information we received was generally supportive of our committee’s findings. Several of the strengths and concerns identified in our report were reinforced during the forum, including appreciation for our beautiful grounds and hard working staff as well as the need for a school master plan. Some comments arose during the forum which were not included in our report. There were some concerns about the need for more instructional space throughout the campus. However, the physical resources committee did not see these concerns as changing our identified areas of need.
**Areas of strength**

1) The campus and buildings are very clean, neat and well maintained.

2) The custodial staff is efficient and friendly.

3) School administration effectively manages the plant and personnel.

**Areas in need of improvement**

1) Develop a concrete Master Plan

2) Better organization of records and materials therefore creating a user friendly system

3) Campus security should be expanded
SCHOOL COMMUNITY

Criterion: Your school effectively informs and involves parents, other school constituencies, and the wider community in the life of the school. Student enrollment, including the admission process, financial aid, and record keeping, is consistent with the school’s mission. Evaluate all admission materials typically given to prospective families for effectiveness in describing the school and for alignment with the school’s mission.

Waiʻalae School’s admissions process is consistent with the mission of being a student-centered school. The sharing of information about Waiʻalae’s educational philosophy and expectations to allow parents the ability to judge whether or not Waiʻalae is appropriate for their child is highly consistent with keeping the best interest of the child in focus.

All families who are interested in attending Waiʻalae are asked to attend an “Overview” which is a presentation by the CEO, a parent, the School-Parent-Community Networking Center Coordinator, and the Registrar. Families who are applying for enrollment at Waiʻalae based on a Geographic Exception (GE) are required to attend a presentation for their GE application to be considered and families who live within the “district” are highly encouraged to attend. Information about the school’s mission, vision, and educational philosophy, curriculum, attitudes regarding parent/family involvement, and general information about the school day and after school enrichment programs are shared with families. Additional information about organizations (such as the Friends of Waiʻalae School) and about programs (such as the FELLOWS volunteer program) are provided to families via a brochure. Families are also encouraged to sign up for a campus tour, which provides them with opportunities to enter the classrooms and see the teachers and students “in action.”

Providing families with as much information about Waiʻalae, so that they are making an informed choice of being at Waiʻalae (or not), is definitely in line with the school’s mission of being student-centered and honoring the whole child. A special point is also made to families to
truly consider whether or not Wai‘alae is the right school for their child. The feeling of the administration is that families have the right to know about Wai‘alae’s curriculum, about the community’s attitude about parent/family involvement, about everything, and the administration does not attempt to keep this information hidden.

Wai‘alae does follow all state and federal laws prohibiting discrimination and follows all guidelines set forth by the state and federal agencies.

**Example:** USDA National School Lunch Program — posters are up in the office and cafeteria stating the non-discriminatory policy of the state, and the “And Justice For All” clause is on all menus that are distributed to the families.

At the present time, admission materials include a registration form — the State of Hawai‘i’s Department of Education registration form is used, a form to gather demographic information about the family, evaluation forms for the child’s family and present school to complete to provide information about a child’s learning style, personality, and other information that would help the teacher in learning about the student. All forms request information that is either essential for record-keeping and legal purposes or for building a better understanding of the child to be enrolled. There is also a letter from the CEO describing Wai‘alae’s educational policies and asking parents to acknowledge that they understand and agree with the information provided. Information about school programs are provided prior to enrollment/admission to Wai‘alae, through the Overview and through the brochure and other printed material that is provided at the Overview. At the beginning of the school year, a student and family handbook is distributed to each family that includes information about various school procedures, school rules, student programs (such as Student Council), and information on how to contact the administration and office staff. By providing as much information about the school as possible, the admission materials do accurately reflect the school.

As a public school, Wai‘alae does not charge a tuition. However, as a public charter school, we are funded with “public money.” At the Overview, information about being a charter school, and what that means in terms of our budget and other fiscal/financial matters, is presented to families. However, this seems to be the only place, other than casual conversations or “word of mouth,” where this information is shared with families. There appears to be a general assumption that most families know how Wai‘alae is funded.

Students who are admitted to Wai‘alae fall into one of two categories. One category is the “in-district” students. These are students whose residence is within geographic boundaries that have been determined by the DOE. Students whose residence does not fall within these geographic
boundaries for Waiʻalae School are admitted to the school based on a “Geographic Exception” (GE). There are different procedures for admitting students, based on their residence. In-district students who choose to enroll in Waiʻalae are automatically admitted once the family has provided proof of residency. Families who do not live “in-district” must submit an application for a “Geographic Exception,” and the GE needs to be approved prior to enrollment. Families applying for a GE to Waiʻalae are required to attend an Overview prior to their GE application being considered. Families applying for a GE to Waiʻalae also have a window/time frame in which they must apply (January to March). “In-district” families may enroll at Waiʻalae at any point during the year.

As a conversion charter school, there are certain existing circumstances that lead the school to honor the DOE’s district boundaries and not become a 100% school of choice. (Start-up charter schools are 100% schools of choice, they do not have a “district.”) Given this, there is the possibility of having families who live within the “in-district” boundaries enroll their child at Waiʻalae for convenience reasons or for reasons other than one based on educational values and goals. Sometimes this presents a problem for the school as families who enroll their child in the school for convenience sake, often do so without learning about how Waiʻalae teaches and are then unsupportive of the non-traditional methods used. This issue (of not being a 100% school of choice) is revisited by the administration, the WSB, and others periodically.

Although Waiʻalae School does not charge a tuition, and does not have a financial aid policy for tuition, financial aid is provided in other ways. One way aid is provided to families is through the National School Lunch and Breakfast Program, which Waiʻalae participates in. If a family applies and qualifies for the National School Lunch and Breakfast Program, the child can purchase breakfast and lunch at a partially- or fully-subsidized price. The program provides the school with federal funds to pay for the meals.

Financial aid is also provided through Waiʻalae’s participation in the State of Hawaiʻi’s A+ (After School Plus) program. Qualifying families can enroll their child in after school care for $55 per month (the rate as of August 2005.) Additionally, if a family qualifies for the National School Lunch and Breakfast Program, the family is also eligible for a reduced rate in the A+ program.

The school has also established a “Needy Student Fund,” which provides financial assistance for field trips. Teachers may request funds from this source to help students they identify as unable to participate in a field trip due to financial constraints.

Published materials about financial aid through the National School Lunch and Breakfast Program and about the State of Hawaiʻi A+ after school program are provided by the specific
program. There are periodic internal and external reviews to ensure that Wai‘alae is in compliance with the policies and contractual agreements of these programs.

The CEO, dean of students, and registrar are the reviewers of the admission policies, procedures, and materials. Currently all GEs are taken in this order: No Child Left Behind children have the first priority, then children of staff and siblings are next. For kindergarten, because of the number of applications, a lottery is used to decide admission. The upper grades are similar, if the number of applicants is larger than the number of openings, a mini-lottery is held.

All contractual agreements are submitted for review by the Attorney General’s office.

Each student at Wai‘alae School has a confidential cumulative folder, which is kept in a file box with the current teacher during the school year. In the summer, the folders are housed in the office. The cumulative folder contains the student’s registration documents, test scores, and progress reports. If a student leaves Wai‘alae School for a State of Hawai‘i Department of Education public school, then the cumulative folder is transferred to the new school. If the student transfers to a private school or a school out-of-state, then the cumulative folder stays at Wai‘alae School.

Wai‘alae School also keeps records on special education students. These confidential folders are stored in a locked file cabinet in the SSC Office. There is a list of authorized people who are allowed access to the folders. These people must sign the log before being granted access to the folders. Information about special education cases is also stored electronically in the state’s iSped database. Only certain people are given the password to access this database. Finally, referrals are stored in the CSSS database, and, again, it is password protected.

Records are also kept on volunteers and visitors to Wai‘alae School. Volunteers and visitors are asked to report to the office upon entering the campus. They are asked to sign in, obtain a name badge, and also sign out upon their departure. This procedure has a two-fold purpose. First, for security reasons, all persons — other than students — are asked to identify themselves while on campus. Staff members are asked to wear their identification badges and other adults are asked to obtain a name badge from the office. Second, volunteer hours are obtained from the sign-in and sign-out procedures. Each month, the School-Parent-Community Networking Center calculates the number of volunteer hours (and number of volunteers) logged by Wai‘alae volunteers and provides this data to the Department of Education’s Honolulu District Parent-Community-Networking Center (PCNC) office. The collective data on volunteer hours that are provided by public schools to the Honolulu District PCNC office are used to justify funding and any requests for increased funding from the state legislature.
Wai‘alae School has several programs especially designed to reach and involve those other than parents who might be interested in the school. These include the FELLOWS Program and Food For Thought. The FELLOWS Program has been successful in increasing the number of volunteers and the amount of volunteer hours donated to Wai‘alae. Additionally, special events and fundraising activities have been somewhat successful in involving persons other than parents. Participation in special meals has been good and some of the fundraising programs have experienced an increase in participation. See Appendix 3.

There are currently no programs that attempt to reach Wai‘alae School alumni, past parents/families.

Wai‘alae’s Intersession and Summer Programs are structured around Wai‘alae’s teaching philosophy and are usually project or theme-based programs. Students who are not enrolled in Wai‘alae’s regular school curriculum/program do have an opportunity to join Wai‘alae’s summer program, as space permits. Priority is given to Wai‘alae students. The summer program does hope to become a strong community program. Information about registering for these Wai‘alae programs is spread through Backpack Express, word of mouth, and sometimes through advertising in the media (newspapers).

School facilities are available to members of the “outside community” for either one-time or limited-time use events or for ongoing activities. The dining hall (cafetorium) is available for rent during weekday evening and weekend hours and classrooms are available for after-school enrichment programs.

Currently, the following community programs use Wai‘alae School facilities:

- Shaolin Kung-Fu
- Wai‘alae Japanese School

After-school enrichment programs (open to Wai‘alae School students only) include:

- Keiki Hula
- Beginning Ukulele
- Fine Arts Classes
- “Wai‘alae Showkids” — dance/drama/performing arts program
- Band
- Wai‘alae Chorus
- Peace Table Project

Examples of one-time or limited-time use activities include:

- Friends of Wai‘alae School Meetings
- Kaimuki Little League Coach Training
- Election Polling Site
Other opportunities in which school facilities are opened up to those in the “outside community” include:

- Breakfast and Lunch Service — members of the general community are welcome to purchase breakfast and/or lunch meals
- Campus Tours for Prospective and/or Incoming Wai’alae Families
- Friends of Wai’alae School Fun Fair Events
- Friends of Wai’alae School Silent Auction Events

The Friends of Wai’alae School (FWS) is the school’s recognized parent, teacher, and community organization. It is autonomous from Wai’alae School and is not sponsored by the school, but works closely with school administration and school personnel to support and improve Wai’alae.

FWS is a non-profit organization that is enjoying a 501(C)3 status. FWS runs fundraisers, encourages parent/family involvement by soliciting volunteers and supporting the school’s Learning Hui program, and organizes events to build community and school spirit.

FWS has been very effective in providing financial support for school programs and other needs. In the past, FWS has provided manpower and funding for a kindergarten playground project, computers for the school, for repair and upgrades of kitchen appliances and equipment, and for teacher/classroom subsidies. FWS has also provided financial support for the school’s FELLOWS program and the Learning Hui program. In building community and school spirit, FWS organizes biennial Fun Fairs and in the 2004-05 school year, planned quarterly activities to bring families, staff, and the Wai’alae community together.

The membership of FWS is comprised primarily of parents. However, teachers and community members are encouraged to attend FWS meetings and be an active part of the organization by working collaboratively with parents on various committees and planning groups.

In addition to membership in FWS, parents have various opportunities to help in school-sponsored activities and be a part of school life. See Appendix 4. Volunteer help is solicited via flyers with response forms, personal requests from teachers, requests from Learning Hui Coordinators (parents). Supervision and coordination is usually handled by the event/activity coordinator, by Learning Hui Coordinators (e.g. Fun Fair), or by the School-Parent-Community Networking Center Coordinator.
Perhaps the most apparent ways the school promotes productive relationships between families and school personnel is through the Learning Hui Program and active participation with the Wai‘alae School Board.

**Learning Hui Program**

- This program encourages parents to act as liaisons between the classroom teacher and the rest of the families in the classroom. The Learning Hui coordinator for the classroom is asked to share information, help the teacher obtain volunteers (when needed) or fulfill other needs related to the classroom and/or school day. A job responsibility of the School-Parent-Community Networking Center Coordinator at Wai‘alae is to be the overall coordinator and administrator of the Learning Hui program.

- The Friends of Wai‘alae School supports the Learning Hui program by providing financial aid (via opportunities for fundraising) for Learning Hui activities.

- The teachers of Wai‘alae School (as a general group) support the Learning Hui program by seeking parent volunteers to act as their classroom Learning Hui coordinators.

**Wai‘alae School Board**

- The Wai‘alae School Board consists of an administration member, faculty and staff members, community members, and parent members. All role groups of the Wai‘alae community are encouraged to work together, to make decisions together, for the benefit of Wai‘alae.

Wai‘alae School does have an English for Second Language Learners (ESLL) program for students and does provide interpreters for families who need help in communicating with staff and teachers, when requested. However, written communication from the school (to families) is done only in English. There are some flyers and informational brochures that are provided by the State of Hawai‘i DOE that are in various languages, but these are limited. Additionally, at this time, workshops, the Overviews, and orientations are not prepared to address attendees with hearing or sight impairments.

While the school is not able to accommodate these families with special circumstances, it does offer, through the SSC office, a link to resources for transitional services from other schools, community services for regular and special education students and their families, and after-school services through state and private agencies.
In terms of communication between home and school, there are various avenues:

- The weekly Backpack Express packet includes school-wide notices, reminders, forms, informational flyers, printed publications such as family magazines — each family receives a packet every week.

- Learning Hui Program — Learning Hui coordinators are “required” to attend monthly meetings in which the School-Parent-Community Networking Center Coordinator (and perhaps the Chief Educational Officer) share various information pertinent to families at Wai‘alae; Learning Hui coordinators are encouraged to build phone/email trees to share this information.

- Classroom or Learning Hui newsletters (this is not yet existing in every classroom)

- Grade level communications/flyers

- Monthly newsletter — “Windows of Wai‘alae”

- The Wai‘alae School website

- The Friends of Wai‘alae School website

Additionally, many classrooms use the student planner (a purchase that has been funded by the Friends of Wai‘alae School for the past several years) as a tool for communication between the teacher and family.

Summary

Wai‘alae School values openness and the sharing of information, parent/family and community involvement, and collaboration among all members of the Wai‘alae community. Wai‘alae seeks to be more than just a neighborhood school. The school wants to be a place that is truly a part of its community and neighborhood and continues to look for ways to be at the forefront of innovation in teaching and education, hoping to make an impact on society as a whole.

Admission materials provided to families and the admission process do support the school’s mission of being student-centered and honoring the whole child.
On January 18, 2006, an open forum was held to gather additional input from members of the Wai‘alae community regarding issues on the forefront of their minds. Much of the observations and opinions expressed that evening generally supported our committee’s findings and analysis of parent/family/community involvement and communication between the school and families. One prevailing comment that was not addressed in our report, however, was the idea that Wai‘alae needs to build community among its members. The perception is that the Wai‘alae community has lost its “‘ohana” feeling and that there is a need to recapture that environment.

**Areas of strength**

- There are programs and procedures in place to educate families about Wai‘alae School so that they can make an informed decision to choose Wai‘alae. The administration highly encourages families to select Wai‘alae because the school meets a child’s educational needs, and tries to ensure that all families are making an informed decision when enrolling their child at Wai‘alae.

- There is alignment between the admissions process and the school’s philosophy about education and educating children.

- Required records to ensure compliance with applicable laws and program requirements are carefully maintained by school personnel.

- Wai‘alae continues to build community partnerships and relationships with organizations, individuals, and companies to support school programs/students.

- Wai‘alae provides various opportunities for parents, extended family members, and members of the community-at-large to be involved in the life of the school.

- The school supports general community programs by allowing the use of its facilities for meetings and special events.

- Communication between the school and home is a priority at Wai‘alae. There is a staff member whose responsibilities include communicating information from the school to families. There are administration and staff members that attend Friends of Wai‘alae School meetings to share and gather information to keep communication lines open. Various attempts are made at helping to ensure that families are kept informed about school-related issues.
Areas in need of improvement

- There is lack of record keeping that would help the school analyze the effectiveness of its programs/curriculum. For example, no records are currently being kept about the schools that students leave Waiʻalae for, whether it be after grade 5 or before. There is no definitive record keeping for tracking students beyond their enrollment at Waiʻalae.

- Families with special circumstances, such as not being able to read English, or having sight or hearing impairments are at a disadvantage at the present time, as there are no programs to support these families. Based on the enrollment of the ESLL class, it would appear that there is a genuine need for the school to address the issue of communicating with non- (or limited-) English speaking families.

- While parent/family involvement at Waiʻalae is encouraged and needed at Waiʻalae, and while there are various attempts at encouraging the involvement, there appears to still be some families who want to contribute/participate/get involved, but do not know how. And, there are also some families who do not see the need, or are still not willing, to be involved. The school needs to continue to seek ways for parents to effectively participate/contribute/get involved in a variety of clearly defined ways.

- Continue to seek ways to build relationships and community among the members of the Waiʻalae community; improve/create an “ʻohana” feeling.

Appendix 3

Means of Involving Persons Other Than Parents

- *Fellowship Education Lifelong Learning Opportunities With Seniors (FELLOWS)*
  - The FELLOWS program an intergenerational demonstration project of the Hawaiʻi Intergenerational Network and began at Waiʻalae School in the Fall of 1998. (The Retired Senior Volunteer Program, a program of Helping Hands Hawaiʻi, is also a partner in this
This program is Wai‘alae’s primary program for involving community members. FELLOWS volunteers have participated in all aspects of school life. In addition to tutoring and mentoring, FELLOWS volunteers have participated in field trips, fundraising efforts, special memorials, and various school-wide events.

- **Junior Achievement**
  - Selected classrooms use the Junior Achievement program to bring to campus volunteers from the business community.

- **Food for Thought Program / Kokua Hawai‘i Foundation**
  - As of February 2006, Wai‘alae School committed itself to becoming a pilot school in Kokua Hawai‘i Foundation’s Food for Thought Program. This health and nutrition program will provide opportunities for both parent and community involvement at Wai‘alae.

- **Partnerships with Teaching Programs at Universities and Colleges**
  - Wai‘alae teachers have opened their classrooms to student teachers from Chaminade, the University of Hawai‘i, and Phoenix University. Host teachers involve, collaborate, and teach with these student teachers, who spend one or two semesters on campus.
  - On occasion, permission has been granted to individuals requesting to observe a teacher/classroom for a single day.

- **Special Events and Invitations**
  Examples of school-wide activities in which parents/other family members/the community are specially invited to be a part of the school and school life:
  - Parents, grandparents, aunts, uncles, siblings are always welcome to come to school for breakfast and lunch.
  - Grandparents and other “kupuna” are specially invited to have breakfast with their Wai‘alae student in recognition of Grandparents/Kupuna Day.
  - Parents, grandparents, aunts, uncles, siblings are specially invited to have “Family Breakfast” at Wai‘alae School.
  - Parents and other adult family members (grandpa, grandma, aunt, uncle) are encouraged to have breakfast with their child and then read with or to the child through our Books and Breakfast Program.
  - Read Across Wai‘alae Day — featuring special guest readers from the community.
  - Fundraising programs such as Foodland’s Give Aloha Program, eScrip, and SchoolMALL.
Appendix 4

Means of Involving Parents/Families

- **Learning Hui Coordinator / Learning Hui Program**
- **Wai‘alae School Board**
- **Volunteers in the classroom for tutoring, reading with a child, classroom activities, field trip or special event organizers and chaperones**
  - Kindergarten Halloween Activity
  - Kindergarten Community Day
  - Grade 1 Fall Flair / Chop Suey Day
  - Grade 1 Career Day/Week
  - Grade 2 Career Day/Week
  - Grade 4 Big Island Trip
  - Grade 5 Pit-Firing
  - Grade 5 Celebration Day
- **Read Across Wai‘alae Day**
  - Parents as volunteer readers
  - Community members as special guest readers
- **Kaimuki Business and Professional Association Christmas Parade**
  - Parents as parade participants
- **Niketown5K**
  - Parents as participants
- **Jump Rope for Heart Event**
  - Parents as volunteers supervisors, clean up crew
  - Community members as volunteers
- **Scholastic Book Fair**
  - Parents volunteer to help students shop
  - Parents help cashier
  - Parents provide manpower for special “Book Fair Family Night” activities
  - Friends of Wai‘alae School events — “Welcome Night,” “Picnic,” “Movie Night,” “Fun Fair”

- **Fundraising**
  - Parents as fundraiser donors, manpower

- **American Red Cross Shelter Team**
  - Parents as Shelter Team members
Prior to current year, A+ Program was administered by a private vendor

### 5-Year Enrollment and 5-Year Financial Aid Charts

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### Attachments

#### Attachment I - Chart of Enrollment

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#### Attachment II - Chart of Financial Aid

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Information on the number of inquiries, number of requests for applications, and number of completed applications is not available.
The school-wide improvement plan is the result of each committee team examining the needs identified in the self-study sections and identifying common themes that emerged. The leadership team agreed to focus the SIP on these central themes. The follow-up process to ensure the improvement plan is implemented and its progress monitored will fall to the leadership team and curriculum coordinator. Key elements of the plan will be used as the CEO’s annual goals.

The SIP is currently in draft form and is being reviewed by the faculty, administration, and WSB to more clearly identify the specific timeline, resources needed, and actions necessary to achieve the goals and objectives of the plan.

**Goal #1**

**Strengthen school governance**

A. Revise by-laws and board procedures to be consistent with current role and responsibilities of the board including review and revision of current committee structure as necessary to fulfill the board’s fiduciary responsibilities. Include in this revision the board role and responsibilities for strategic planning and development of the financial base for the school.

B. Improve board development including strategic selection of board members to provide needed breadth and depth of experience.

C. Develop long-range strategic plan for WSB.

D. Execute responsibility for CEO evaluation.

E. Actively monitor school effectiveness as a guide to strategic decision-making.
Goal #2

Align school curriculum

A. Design school-wide curriculum guides for all content areas derived from current research and a review of standards.

B. Formulate a process for a periodic review of all curriculum guides.

C. Identify grade level projects that integrate curriculum content areas and grade level skills that build from previous grades and lead to the next grade level.

D. Develop techniques to make differentiated instruction effective for children and manageable for teachers; including professional development experiences.

E. Redesign student progress report to reflect school vision and student learning outcomes.

F. Identify and clearly define assessment philosophy that links curriculum to Wai‘alae’s student learning outcomes.

Goal #3

Fully implement the school-wide behavior plan and comprehensive student support system.

A. Provide annual orientation for parents, faculty, staff, and students on school-wide behavior expectations and Comprehensive Student Support System.

B. Continue to provide reading tutorial program to support all students in becoming excellent readers.

C. Expand the after school homework club to assist more students.

D. Develop a school-wide system that will help school analyze the effectiveness of its programs/curriculum.

E. Develop a program for students to take a more active role in mediating student concerns.
Goal #4

Strengthen comprehensive system to support parent, family, and community involvement in the school.

A. Improve Wai‘alae website to include current information and become an interactive site.

B. Continue to sponsor and provide events that support and build community amongst all stakeholders.

Goal #5

Develop strategic plan to ensure adequate financial, human, and physical resources for the school.

A. Develop strategic plan.

B. Implement annual financial audit.

C. Complete job descriptions.

D. Revise recruitment package.

E. Improve infrastructure for better intra-school communications.

F. Align school personnel policies, job descriptions, and interview process with school mission and vision.

Goal #6

Improve health and safety of school community.

A. Improve emergency communications between classrooms and office.

B. Implement annual first aid and CPR training for all faculty.

C. Improve confidentiality of health room.
# School Improvement Plan

## Action Plan

### Goal #1

Strengthen school governance

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Timeline</th>
<th>Personnel Responsible</th>
<th>Resources</th>
<th>Assessment of Progress</th>
<th>Reports to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise WSB by-laws</td>
<td>SY2006-07</td>
<td>WSB</td>
<td>Budget; time</td>
<td>Updated status reports</td>
<td>WSB &amp; school community</td>
</tr>
<tr>
<td>Complete WSB Handbook</td>
<td>Spring 06</td>
<td>Board members</td>
<td>Time; Budget for printing cost</td>
<td>Updated status reports</td>
<td>WSB</td>
</tr>
<tr>
<td>Recruitment of new members to WSB</td>
<td>Fall 06; Fall 07; Fall 08</td>
<td>Board members</td>
<td>Time</td>
<td>Number of new members recruited</td>
<td>School community</td>
</tr>
<tr>
<td>WSB develops strategic plan (5 years)</td>
<td>Strategic Plan Kick-off event: Fall 06; Retreat: Spring 07; Written strategic plan: May 07</td>
<td>Board members; Administration; Leadership team; Faculty; Facilitator</td>
<td>Time; Budget for retreat and facilitator</td>
<td>Updated status reports; Completed plan</td>
<td>School community</td>
</tr>
<tr>
<td>Develop plan for annual review of CEO based on SIP</td>
<td>SY2006-07; 2007-08; 2008-09</td>
<td>WSB</td>
<td>Time</td>
<td>Completion of annual evaluation</td>
<td>WSB</td>
</tr>
<tr>
<td>Actively monitor school effectiveness as a guide to strategic decision-making</td>
<td>SY2006-07; SY2007-08; SY2008-09</td>
<td>WSB members; Administration; Faculty; Community</td>
<td>Time; Budget</td>
<td>Annual accountability report</td>
<td>All concerned</td>
</tr>
</tbody>
</table>
## Goal #2
### Align school curriculum

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Timeline</th>
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<th>Assessment of Progress</th>
<th>Reports to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop school-wide curriculum guides</td>
<td>SY2006-07: outline; SY2007-08: written doc; SY2008-09: published</td>
<td>Curriculum cadres; Administration; Writer</td>
<td>Time; Personnel; Budget for document writer</td>
<td>Updated status reports; Documents; Implement in classrooms</td>
<td>All concerned</td>
</tr>
<tr>
<td>Identify science/social studies integrated thematic units by grade level projects</td>
<td>SY2006-07: Continue to develop global/focus projects SY2007-08: Develop second year of projects; SY2008-09: Develop third year of projects</td>
<td>Curriculum coordinator; Science cadre; Grade level faculty; Administration</td>
<td>Time; Faculty; Budget allocation for curriculum development</td>
<td>Status reports from grade levels</td>
<td>All concerned</td>
</tr>
<tr>
<td>Professional development in differentiated instruction</td>
<td>SY2006-07; SY2007-08; SY2008-09</td>
<td>Administration; Curriculum coordinator; Faculty</td>
<td>Budget allocation for professional development</td>
<td>Attendance at P.D. seminars; Evidence of implementation in classrooms</td>
<td>All concerned</td>
</tr>
<tr>
<td>Align progress reports to vision and SLOs</td>
<td>SY2006-07: outline; SY2007-08: implement</td>
<td>Assessment cadre</td>
<td>Time</td>
<td>Updated status reports</td>
<td>All concerned</td>
</tr>
<tr>
<td>Redesign progress reports to align with school vision and student learning outcomes</td>
<td>SY2007-08</td>
<td>Faculty and Administration</td>
<td>Budget allocation for consultant</td>
<td>Updated status reports</td>
<td>All concerned</td>
</tr>
<tr>
<td>Develop written philosophical/policy statement on assessment</td>
<td>SY2007-08; SY2008-09</td>
<td>Assessment cadre; Administration</td>
<td>Time</td>
<td>Adoption of statement by community</td>
<td>All concerned</td>
</tr>
<tr>
<td>Continue to support and develop programs already in existence such as MLC, 6+1, Readers Workshop</td>
<td>SY2006-07; SY2007-08; SY2008-09</td>
<td>Cadres; Administration</td>
<td>Budget for professional development</td>
<td>New teachers trained</td>
<td>All concerned</td>
</tr>
</tbody>
</table>
# Goal #3

**Fully implement the school-wide behavior plan and comprehensive student support system.**

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Timeline</th>
<th>Personnel Responsible</th>
<th>Resources</th>
<th>Assessment of Progress</th>
<th>Reports to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation for faculty and students to create a climate of success</td>
<td>SY2006-07; SY2007-08; SY2008-09</td>
<td>Administration; Faculty; Students</td>
<td>Time; Work of Robert Brooks</td>
<td>Survey from students and faculty</td>
<td>CIA team</td>
</tr>
<tr>
<td>Orientation for families and faculty on CSSS and Behavior Support Plan</td>
<td>SY2006-07; SY2007-08; SY08-09</td>
<td>Dean of Students; Counselor; Student Support Coordinator</td>
<td>Time</td>
<td>Annual survey of parents</td>
<td>Administration</td>
</tr>
<tr>
<td>Continue Reading Plus Program</td>
<td>SY2006-07; SY2007-08; SY2008-09</td>
<td>Dean of Students; SSC</td>
<td>Budget for PPTs</td>
<td>Monitoring of student progress after each year</td>
<td>Administration</td>
</tr>
<tr>
<td>Develop a school-wide system that will help school analyze the effectiveness of its programs/curriculum</td>
<td>SY2006-07</td>
<td>CEO; Dean of Students; SSC; GLCs; Cadres</td>
<td>Budget for surveying materials and supplies</td>
<td>Updated status report</td>
<td>WSB and faculty</td>
</tr>
<tr>
<td>Develop Peer Mediation Program</td>
<td>SY2007-08; SY2008-09</td>
<td>Dean of Students and Counselor</td>
<td>Time; Professional development</td>
<td>Updated status reports; Monitor behavior referrals</td>
<td>All concerned</td>
</tr>
</tbody>
</table>
## Goal #4

Strengthen system to support parent, family and community involvement in the school.

<table>
<thead>
<tr>
<th>Action Steps</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Improve Wai‘alae School website to include current information for parents and become an “interactive” site</td>
<td>SY06-07; SY07-08; SY08-09</td>
<td>School-Parent-Community Networking Center coordinator (SPCNC); Technology coordinator; Faculty; Administration</td>
<td>Time; Funds</td>
<td>Monitor site; Updated status reports</td>
<td>CEO; Parents; Community</td>
</tr>
<tr>
<td>Continue to sponsor and provide events that build a sense of community</td>
<td>SY06-07; SY07-08; SY08-09</td>
<td>SPCNC and FWS; Student Support Services Team (ESLL and HOKU)</td>
<td>Time; Budget funds</td>
<td>Survey of parents, staff, community</td>
<td>All concerned</td>
</tr>
</tbody>
</table>
**Goal #5**

Develop strategic plan to sustain and support financial, human, and physical resources.

<table>
<thead>
<tr>
<th>Action Steps</th>
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<th>Assessment of Progress</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Develop Strategic Plan</td>
<td>Develop outline SY2006-07; Complete May 2007; Implement 2007-08</td>
<td>CEO; Business Manager; Consultant</td>
<td>Time; Budget for consultant</td>
<td>Updated status reports</td>
<td>WSB</td>
</tr>
<tr>
<td>Implement Annual Financial Audit</td>
<td>SY2006-07; SY2007-08; SY2008-09</td>
<td>CEO, Business Manager</td>
<td>Budget for audit</td>
<td>Completed audit report</td>
<td>All concerned</td>
</tr>
<tr>
<td>Complete job descriptions</td>
<td>SY2006-07</td>
<td>CEO</td>
<td>Time</td>
<td>Updated status</td>
<td>WSB</td>
</tr>
<tr>
<td>Revise recruitment package</td>
<td>SY2006-07</td>
<td>CEO</td>
<td>Time; Budget allocation</td>
<td>New hire feedback</td>
<td>WSB</td>
</tr>
<tr>
<td>Align personnel policies, job descriptions and interview process with mission</td>
<td>SY2006-07: complete job descriptions and interview process; SY2007-08: complete personnel policies</td>
<td>CEO</td>
<td>Time</td>
<td>Status reports</td>
<td>WSB</td>
</tr>
</tbody>
</table>
## Goal #6

**Insure health and safety of school community.**

<table>
<thead>
<tr>
<th>Action Steps</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Improve emergency communication system between classrooms and office</td>
<td>SY2007-08</td>
<td>Administration</td>
<td>Budget for cell phones or walkie-talkies</td>
<td>Emergency system in place during practice drills</td>
<td>All concerned</td>
</tr>
<tr>
<td>Mandate annual first aid and CPR training for all staff</td>
<td>SY2007-08</td>
<td>Administration</td>
<td>Budget for annual training</td>
<td>Number of certified staff</td>
<td>All concerned</td>
</tr>
<tr>
<td>Maintain confidentiality of health room</td>
<td>SY2006-07</td>
<td>Administration</td>
<td>Time</td>
<td>All staff trained</td>
<td>All concerned</td>
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