

HAIS/WASC 2018 Accreditation

Kamehameha Schools Maui
K-12 Self-Study



Kamehameha Schools Maui haumāna and staff (1,300 strong)
welcomed Hōkūle'a to Honolulu Bay



KAMEHAMEHA SCHOOLS®

KAMEHAMEHA SCHOOLS MAUI

SELF-STUDY

HAIS/WASC

2018 ACCREDITATION

Kamehameha Schools Maui
270 'A'apueo Parkway
Pukalani, HI 96768

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Preface



“O ke kahua ma mua, ma hope ke kūkulu”

The site first, then the building

KAMEHAMEHA SCHOOLS MAUI CAMPUS PROFILE

THE SCHOOLS' FOUNDING

The extraordinary vision of Bernice Pauahi Bishop, Great Granddaughter of Kamehameha I, led her to create the Kamehameha Schools through her last will and testament in 1883. The establishment of Kamehameha Schools would serve as a response to the diminishing social and economic plight of the Native Hawaiians in the 1880's. Since that time, the Kamehameha Schools' mission has been to fulfill the Founder's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.

In 1883, Bishop Estate encompassed 375,500 acres of land in Hawai'i. Through wise investments and stewardship, her lands and other assets are now valued at more than \$10.6 billion. The revenue generated by these assets fund all of the educational programs of Kamehameha Schools, ranging from 31 early childhood sites, three K-12 campuses and a variety of extension and outreach initiatives. KS Trust spending includes: \$199 million (60%) to campus based programs, \$88 million (26%) to community education and scholarships, \$45 million (14%) to major repairs, capital, IT projects and other operational costs – totaling a trust annual expenditure of \$342 million (includes \$10 million in debt financing and other).

The institution was originally founded in 1887 on the island of O'ahu as Kamehameha Schools for Boys, and six years later Kamehameha Schools for Girls was established. In 1960, the two schools merged to become a co-ed campus, with a boarding program which today, houses 550 students from all parts of the state. For 124 years, the Kamehameha Schools O'ahu campus has fulfilled Bishop's vision by graduating over 24,000 students.

In 1996, Kamehameha Schools Board of Trustees responded to requests forwarded by the Hawaiian community to increase the reach of Kamehameha Schools and extend educational opportunities to more Native Hawaiian children and families by announcing a decision to build new K-6 Kamehameha Schools on the islands of Hawai'i and Maui. For the first time in its history, a permanent Kamehameha Schools presence would be established beyond the island of O'ahu. This new beginning meant that students on Maui and Hawai'i would receive a Kamehameha Schools education without having to live apart from family. Previously, all students not residing on O'ahu attended Kamehameha Schools as boarders from as early as the 7th grade.

THE MAUI CAMPUS

On August 22, 1996, Kamehameha Schools Maui (KSM) opened in temporary facilities in three residential houses in Pukalani with 80 students in grades K-3. Three years later, in August 1999, the permanent facility opened in Pukalani with 152 students in grades K-6. In July 2000, the Board of Trustees decided to expand KSM to include a Middle school (opened in 2002) and a High school (opened in 2003) with an additional 80 acres added to the original 100 acreage to accommodate the expansion of the school.

Today, KSM serves a total of 1068 students; 264 in the elementary school, 324 in the middle school, and 480 students in the high school. The students come from all points of Maui with daily bus service from Lahaina, Kīhei, Wailuku, and Kahului.

Staffing has also grown rapidly at KS Maui from 18 in 1996, to 35 in 2001, to 250 full time faculty/staff this current school year. 70% of the 114 full-time instructional staff have advanced degrees and 25% are National Board Certified Teachers (NBCT). Furthermore, 42% have eleven or more years of teaching experience and another 38% have twenty or more years of teaching experience. Staff turnover has remained between 4% to 8% within a four year period. KSM faculty and staff engage in many K-12 staff and professional development activities together.

Just as the student population and faculty development have grown rapidly since 1999, so has the Kamehameha Schools Maui educational program. In December 2002, an initial three year term of accreditation was granted by HAIS/WASC for grades K-9 (the extent of the program at that time). Since that time, Kamehameha Schools Maui has added the rest of the high school grades, fully staffed all programs, and integrated itself into the Upcountry Maui community. In 2006 and then again in 2012 Kamehameha Schools Maui was granted a six-year terms of accreditation by WASC/HAIS.

For the last several years, Kamehameha Schools Maui has worked to extend the reach to Native Hawaiians who are not enrolled at KSM. Initiatives have included summer programs, after school programs, adult workshops and community service. In 2016, a new position, Summer School Director, *Ke Alaka'i o ka Hālau 'o Kapikohānaiāmālama (The Life Source that Feeds and Nourishes)*, was created and filled to plan and promote the addition a summer school program for both KSM and non-KSM students. This summer, high schools students will

be able to request for early college courses at University of Hawai'i-Maui Campus (UH-MC) which will allow students to opportunity to earn both college and high school credits simultaneously.

In 2014, Kamehameha Schools, with input from teachers, students, parents, administrators, and community partners, finalized Vision 2040, a 25 year (one generation) strategic plan that will help all Native Hawaiian learners realize success in postsecondary education, career, and leadership pursuits. The organization is presently embarking on the first of a series of five-year plans. The 2015-2020 series include setting a strong foundation and measures for all Native Hawaiian students (KS and non-KS learners). Education Pathway Milestone (EPM) Targets include;

1. Ready for kindergarten,
2. Reading at grade level or higher in Grade 3,
3. Academically prepared in Grade 8,
4. Graduating from high school on time and prepared for the next step,
5. Completing postsecondary education/training, and
6. Demonstrating local and global servant leadership and cultural engagement.

In the Fall of 2015, Kamehameha Schools Maui (KSM) 'ohana were stunned by the passing of our beloved Po'o Kula (Head of School) Lee Ann DeLima. This left KSM with an interim Po'o Kula for the next two years. In 2017, Bishop Estate Board of Trustees appointed Dr. Scott Parker as the new Head of School. In his first year, Dr. Parker has been working tirelessly to bring teachers, students, parents, administrators, and community voices to the table as we address the Educational Pathway Milestone Targets.

KS Maui is more than a school – and the mission to “improve the capability and well-being of people of Hawaiian ancestry” is an exciting and challenging commitment as you will read about in the chapters that follow.

The Self-Study Process

The Kamehameha Schools Maui (KSM) Self-Study process began immediately after KSM's Mid-term visit in the spring of 2015 with the selection of the Steering Committee which included Section Chairs, Chapter Chairs, and the Self-study coordinator. This organizational structure reflects the Sections and Chapters of the Self-Study format.

Three Section Chairs who were chosen to oversee the five sections of the self-study, and fourteen Chapter Chairs worked together to select their chapter team members: Teams included 100% of Faculty and Staff, 60%+ of Operations staff (due to work schedules, a few Operations staff members participated sporadically as their schedules allowed) and 75% of KS staff housed at KSM, i.e. Mālama Ola, Admissions, Human Resources, IT, Educational Support Services. For many, the chapter standards and indicators were not within their position forte, but voiced that they learned so much more about the inner workings of this place called Kamehameha Schools Maui.

Of the 16 standards, only 14 apply to Kamehameha Schools Maui. Chapter 6 Residential life and Chapter 7 Preschool, do not apply. Listed below are the members of the Steering Committee.

Steering Committee Members	Campus Title	Division	Self-Study Responsibility (Section/Chapter assignment)
Alexander-Monkres, Rhonda	Campus Strategic Initiatives Director	Head of School	Section Chair (I & V) Chapter Chair (11)
Binkie, Kamuela	Ka Hope Po'o Kula (Vice Principal)	Middle	Chapter Chair (2)
Correa, Lisa	Post High Counselor	High	Chapter Chair (4)
Delatori, Leo	Ka Hope Po'o Kula (Vice Principal)	High	Chapter Chair (5)
Dukelow, Kelly	Curriculum Director	Head of School	Section Chair (II)
Fernandez, Cyndi	Curriculum and Assessment Coordinator	Elementary	Chapter Chair (2)

Fujii-Miller, Kyle	Curriculum and Assessment Coordinator	High	Chapter Chair (3)
Hashimoto, Jaylyn	Curriculum and Assessment Coordinator	Middle	Chapter Chair (3)
Hays, Kimberly	Instructional Observer	Elementary	Chapter Chair (15)
Johnson, Darrell	Security Manager	Operations	Chapter Chair (13)
Kato, Debbie	Fiscal & Data Coordinator	Operations	Chapter Chair (9/10)
Mynar, Danny	Director of Operations	Operations	Section Chair (III & IV) Chapter Chair (12)
Pahukula, Kaleo	Ke Po'o Kula Kūikawā (Interim Head of School 2015-17)	Elementary (Principal)	Chapter Chair (16)
Parker, Scott	Ke Po'o Kula (Head of School 6/2017)	Head of School	Steering Committee Chapter 16
Patrick, Lokelani	Parent/Community Coordinator	Head of School	Chapter Chair (14)
Ramos, Tammy	Admissions & Educ. Supp. Manager	Educational Support Services	Chapter Chair (8)
Shibano, Linda	K-12 Assessment Coordinator & Analyst	Head of School	HAIS/WASC Self-study Coordinator
Wong, Kalani	Ke Kahu (Chaplain)	Head of School	Chapter Chair (1)

Scheduled trainings and meetings set the foundational footing for our 3 year self-study reflection and analysis. The training provided to us by the HAIS staff in 2015 proved to be invaluable since the self-study protocol changed considerably since our last Accreditation self-study. The steering committee then adopted a school timeline and Accreditation Roles and Responsibilities for all role groups.

Time became one of the most important factors in the research, reflection, dialogue, and writing of the self-study chapters. With the help of Administration, untouchable after school meeting days and time (2 hours) within Staff In-service days for accreditation work were scheduled. Staff in-service days were instrumental in assuring participation by all operational staff and support personnel.

The Accreditation Self-study Coordinator met with the Steering committee once a month to provide updates, answer any questions regarding their chapter and/or aid in data collection (surveys were constructed with all chapters so constituents did not have to answer 14 different surveys). The Section chairs periodically met with their chapter chairs for updates and support. Principals (4), who were intentionally not members of a chapter team, attended various chapter meetings to lend support as needed and aided in editing. All meetings were documented and placed in an accreditation minutes folder in their Google Drive. This communication model served as an efficient means by which the chapter teams and steering committee communicated efficiently with each other.

The timeline included three drafts. The first and second submittals were read by different groups of editors who provided feedback for each chapter; 1) an outside reader (someone outside of KSM), 2) Steer committee members, 3) Chapter team members, and 4) Principals. On November 27, 2017, a pre-visit by our two Visiting Co-chairs was held. During their meeting with the Steering committee, the school was asked to shorten each chapter to approximately 3-4 pages. Chapter chairs immediately set out to condense their chapters without taking out the essence of the information needed to answer the questions. Many chapters could not adhere to the request to cut their chapter to the 3-4 pages, but did indeed shorten their chapter. It was decided that a full version of the Self-Study will be available for the visiting team in their workroom.

The third draft was submitted to the KS Executive Vice President of Education and KSM Head of School to ensure accuracy of the information. The self-study chair read and edited the final draft and worked with administrative coordinators to edit and format the self-study before sending it out to the visiting committee.

As you read our Self-study, hear the voices of our stakeholders. You will hear the dedication to the vision and mission of Kamehameha Schools and our students.

Progress Report

The following major recommendations were made by the Visiting Committee in March, 2015.

1	That the administration, faculty, and staff commit to utilizing the transition to Standards-based Kula Hawai'i as a means of promoting academic rigor.
2	That the administration: a. further communicate and clarify their strategic vision and plan while providing appropriate, sustained professional development for each of the KS and KSM initiatives such as the Working Exit Outcomes Framework, Tri-campus Standards-Based Kula Hawai'i, Indiana State Standards and Ka Pi'ina, SLIP and MAP testing. b. monitor and be sensitive to the stress level and amount of teacher time associated with the implementation of these initiatives.
3	That the administration and faculty further develop school guidelines and appropriate practices related to assessing and supporting students with learning differences or special needs. These practices will incorporate differentiation intervention strategies that will enable the entire spectrum of KSM students to maximize their learning potential.

Major recommendation 1: That the administration, faculty, and staff commit to utilizing the transition to Standards-based Kula Hawai'i as a means of promoting academic rigor. Since the last accreditation visit, Kamehameha Schools Maui had addressed this recommendation by embarking on a K-12 curriculum renewal process called the Standards-based Change Process (SBCP). The intent of SBCP was to develop a consistent, sustainable curriculum improvement cycle that addresses both system-wide and campus-level academic and cultural goals. The tri-campus Working Exit Outcomes (WEO) was the framework initially used to insure alignment to cultural goals. National Common Core standards in reading and content based standards were used to insure alignment to appropriate levels of content and skill development.

In order for the reading staircase to be implemented, a foundation of support was developed which included the creation of agreed upon visions for the excellent, exiting student (elementary, middle and high), as well as visions for the excellent reader in each content area. Liaison teams, consisting of teachers from each grade level, were created to lead this work.

KSM proceeded to create reading performance tasks and rubrics in every classroom. Teachers followed a teaching and learning cycle using rubric data to inform instruction with the goal being that each student would be able to score higher on rubric criteria with each performance task administration.

During this time, a group of leaders and teachers across the KS system recognized the need to broaden the scope of the WEO to include non-cognitive outcomes, as well as to combine academic competencies into one framework and began a revision process. These revisions led to the development of the E Ola! Learner Outcomes. The newly created E Ola! Learner Outcomes used the cultural expectations identified in the WEO while creating a more comprehensive set of outcomes to address the needs of the whole-child. Currently, KSM continues its commitment to being a Standards-based Kula Hawai'i by merging the curriculum work implemented as a result of SBCEP to the system-wide E Ola! Learner Outcomes. The theory of improved teaching and learning that promotes both academic rigor and the values of Kula Hawai'i continues to be the alignment to cultural, academic and non-cognitive goals, aspirations and behaviors.

The progress made in relation to this recommendation is the development of a consistent K-12 curriculum renewal process and the creation of teacher leadership teams to lead that process. SBCEP allowed KSM to focus on one area of academic improvement (reading comprehension) across all grade levels and in all classrooms. Consistent professional learning, for all teachers, included understanding standards alignment, creating learning goals and targets, and developing performance tasks and rubrics. This consistency increased the school's capacity to move forward with the newly created E Ola! Learner Outcomes. Previous to the implementation of one K-12 curriculum renewal process, there was no venue to include teacher leaders in curriculum work. The creation of Liaison Teams now allows for teachers to collaborate with Curriculum Coordinators and administration and to lead their peers.

Now that the foundation is in place and student outcomes have been identified that support the strategic vision, an area identified as a next step is aligning curriculum work to instructional practices. With the commitment to E Ola! as a means in which students will be able to cultivate their own well-being. KSM will further work to insure that the instructional practices that best support those outcomes are implemented such as personalized learning and Hawaiian-culture based education.

Major recommendation 2: That the administration:

- a. further communicate and clarify their strategic vision and plan while providing appropriate, sustained professional development for each of the KS and KSM initiatives such as the Working Exit Outcomes Framework, Tri-campus Standards-Based Kula Hawai'i, Indiana State Standards and Ka Pi'ina, SLIP and MAP testing.
- b. monitor and be sensitive to the stress level and amount of teacher time associated with the implementation of these initiatives.

The finalizing of Kū Hanauna, KS' strategic plan, and the associated tactics has clarified the vision and outcomes for the organization as well as for each campus. The educational pathway milestones (EPMs) are clear targets set for each student. The creation of E Ola! identifies the specific student outcomes that will lead to the attainment of the EPMs.

Nā Kula (the schools), which consists of three campuses and all KS pre-schools, created a curriculum blueprint that identifies components that are "tightly-held" or consistent throughout the system and components that are "loosely-held" that campuses have autonomy over. Much of the work from previous initiatives listed in this recommendation have been embedded in the current curriculum framework (WEO, Tri-campus Standards-based Kula Hawai'i, Indiana State Standards). The creation of a Nā Kula framework allows each campus to move forward with "loosely-held" components while still collaborating on those that are "tightly-held" with both being equally important. Previously, tri-campus work became the main focus of curriculum renewal with only select teachers participating KSM's current Curriculum Renewal Process, focused on E Ola!, calls for all teachers to create E Ola! aligned performance tasks and assessments.

KSM continues its efforts to monitor the stress level and time involved in all school improvement efforts. One way this is being addressed is by having all teachers involved in consistent E Ola! curriculum work which includes developing common understanding of each outcome and participating in common professional development, like E Ola! workshops. Efforts are also made to communicate how E Ola! supports other school improvement efforts, as well as the overall strategic vision, to help teachers see connections and not feel that all school improvement work are separate entities.

Another way that KSM is encouraging teachers to actively engage with curriculum renewal is by providing optional professional learning focused on E Ola! and strategic tactics. One specific tri-campus group that currently has two active cohorts is Keala'ula. Keala'ula uses a research and development model that allows teachers to research a tactic of their choice and to prototype and pilot new learning experiences for their students. Teachers in Keala'ula visit schools that are successfully implementing these tactics (e.g. problem-based learning, flexible learning environments, standards-based grading and assessment, etc.). More opportunities for teacher learning and collaboration have also started at the campus-level including professional development on school scheduling, Design Thinking, and research & development models. KSM believes that allowing teachers more choice and voice on what they learn and how they implement that learning to increase student achievement will increase internal motivation and decrease stress.

Major recommendation 3: That the administration and faculty further develop school guidelines and appropriate practices related to assessing and supporting students with learning differences or special needs. These practices will incorporate differentiation intervention strategies that will enable the entire spectrum of KSM students to maximize their learning potential.

As a campus, KSM has focused on differentiated teaching strategies within the K-12 curriculum renewal process. Teachers have implemented performance tasks and used rubrics to assess levels of competency and used that data to inform instruction. Teachers have also continued to use MAP testing data to assess student growth and have worked with students to set their own learning goals. With personalized learning identified as a tactic to achieve E Ola! Learner Outcomes, teachers have participated in school visits and professional development to learn more about teaching practices and learning environments that can support various learning needs for all students.

Each division also focused on research and training in intervention strategies and models. Understanding the value of a team approach to assess student needs and determine appropriate supports, teachers, counselors, and administration from all divisions have participated in PLC and RTI professional development and are at various stages of implementation.

As learning difficulties may stem from social and emotional needs, KSM has also been actively working with the newly formed Mālama Ola division which provides medical and outreach counseling services for all campuses. Mālama Ola also works with campuses on ways to identify students with health, social, and or emotional needs that are not being met.

Much of the other progress made for this recommendation has been in professional learning and the re-examining of current student support processes and practices and in initial planning for the development of a more comprehensive and coordinated system that supports all students needs whether it be social, emotional, spiritual or academic (remediation and advanced). A new Student Support Coordinator position will start in school year 2018-19 and assist in developing this coordinated support system for the K-12 campus.

Reference Materials

1. HAIS Dashboard
2. Campus Map
3. Admissions Information
4. Financial aid/tuition assistance information and application forms
5. Student and parent handbooks
6. School calendar and Bell Schedule
7. Curriculum guide or overview
8. Faculty/employee handbook
9. Faculty evaluation protocol
10. Evaluation protocol for non-faculty employees
11. List of all administrators, providing name, title, date of appointment, education and degrees earned, and prior professional experience
12. Job descriptions for all administrators and support staff members
13. Audit from the fiscal year preceding the visit. (1 copy for chair, 1 for HAIS)
14. Current-year budget
15. Most recent monthly operating statement (with comparisons between budgeted and actual amounts)
16. Most recent Annual Report (typically from the Development Office)
17. Copy of the school's current bylaws (noting date of adoption)
18. List of all members of the governing body, noting occupations (and current employers), years of service on the Board, and committee assignments
19. Calendar of meetings for the governing body
20. Description of the committee structure for the governing body
21. Summary of the most recent self-evaluation of the governing body

Section I:

Institutional Core Values, Purpose, & Aspirations



*“Kūlia i ka nu‘u”
Strive to the summit*

Chapter 1: Mission



Photography by Lexi Figueroa, class of 2018

Section I: Institutional Core Values, Purpose, and Aspirations

Chapter 1. Mission

A school's mission statement articulates its core values and purpose. The mission plays an essential role in informing and guiding the school's vision of education, and it brings coherence and context to all aspects of school life. A strong mission statement is a living document that captures the school's aspirations, inspires reflection and growth, and resonates with constituents in the school community.

Standard 1: The school has a clearly articulated mission statement, formally adopted by the Board of Trustees that defines its purpose and core values, and informs all major planning and decision-making.

Indicators of meeting Standard 1: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The mission statement is a functional document in the life of the school, regularly used as a benchmark in planning and decision-making, thus providing direction and coherence to school operations and growth, as well as a foundation upon which priorities are based.
2. The mission is broadly available and is understood and supported by the constituencies of the school.
3. The mission statement is a force for continuing school improvement.
4. The mission statement is a key component of the school's marketing, admissions, and hiring activities.
5. There is a policy or practice of periodically reviewing the mission statement for currency and relevance, and there is a process for making changes to it. This process occurs minimally once within each accreditation cycle and includes the active involvement of the Board of Trustees.

Baseline Requirements Checklist for Standard 1: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The school has a written, published mission statement, formally adopted by the governing board.

Yes

No

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

1. **A mission statement is critical to understanding all institutional decision-making with respect to people, program, physical plant, financial resources, community relationship, and other important factors. Accordingly, please provide here the text of the school's mission statement.**

Kamehameha Schools is a unique educational institution with a kuleana (responsibility) that

extends beyond just our Maui campus. This being the case the fundamental mission statement that is viewed as essential in formulating our vision and decision-making is as follows:

Kamehameha Schools Mission - Enterprise Wide

“To create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.”

2. Describe the most recent review of the mission statement and explain why it was or was not changed.

In 2013, Kamehameha Schools began developing a strategic plan to carry on its mission to 2040. From this work the Strategic Plan 2020 (SP2020) along with a Strategic Vision 2040 (SV2040) were collaboratively constructed and published both in print and online as Kūhanauna. Mission statements from across the organization were reviewed during this period of time and it was determined that no changes would be made because it adhered to the original intentions of the Will of Princess Bernice Pauahi Bishop’s, “... to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.”

3. Provide two or three specific examples of how the mission statement played a role in decision-making or planning since the last self-study.

An effort is being made to have faculty and staff be competent in the Hawaiian language on the foundational level. ‘Ōlelo Kahua provides all staff members with an introduction to and basic understanding of ‘ōlelo Hawai‘i presented in a friendly, fun environment designed especially for adult learners. This will enable faculty and staff to develop an understanding of the language in order to bring the Hawaiian world viewpoint to support and enhance their work and classes. In addition to the foundation of the language, efforts have been made to connect the staff and haumāna to the ‘āina (land) through field trips and activities in the community. For example, the faculty and staff venture off campus annually for a Huaka‘ihele to Mālama Honua (Caring for the Earth). Mālama Honua encompasses caring for the land, the ocean, its resources and people. To foster Mālama Honua on campus, māla (garden) are being established on each of the three divisions and included in the broader curriculum. A three-acre parcel in the middle of the property has been developed as a working classroom for students. Kapikohānaiāmālama will be a natural space that is hoped to be a living lab that fosters experiential, cultural, and sustainable learning opportunities for the KSM ‘ohana. [Sample lesson plans](#) are included for your review.

The second example, on a systems and school level, is the development and adoption of a Tri-Campus Tactical Plan which outlines the course of action for our school.

“KS Education leaders have identified four key tactics that will take our campuses from where we are today to our desired state of becoming a world-class, Hawaiian culture-based education system.”

The Tri-Campus Tactical Plan outlines four tactics to guide how we will transform over the next four years.

- Student-centered learning - Culturally rich experiences and opportunities inspired by each students’ unique interest and talents.
- Empower educators - Employ nurturing and dynamic teaching methods that motivate learners.
- Elevate standards - Adopting a world-class curriculum and set student achievement benchmarks and global standards via world-class, Hawaiian-culture based education.
- Redefine systems and learning environments - Establish leadership, faculty, and staff accountability toward achieving high-level student outcomes.

The third example, E Ola! Learner Outcomes, were unveiled with the Tri-Campus Tactical Plan. The result: KS haumāna will become local and global servant leaders who are culturally engaged and play significant roles in creating strong ‘ohana and communities throughout ka pae ‘āina o Hawai‘i (state) and beyond.

The metaphor of a native Hawaiian forest conveys Kamehameha’s learner outcomes needed to achieve these goals. Students are likened to the array of plants thriving in fertile ‘āina—diverse individuals with unique talents nurtured by common experiences inherent in a Kamehameha School’s education:

ROOTS provide constant nourishment and are the **LEARNERS’ STRONG FOUNDATION:**

1. **‘Ike Kūpuna** (Ancestral experiences, insights, perspectives, knowledge, and practices): Students develop understandings of the achievements of their kūpuna and recognize that ‘ike kūpuna are seeded within themselves. Students apply ‘ike kūpuna to shape their growth. Students develop facility in ‘ōlelo Hawai‘i to access deeper levels of ‘ike kūpuna and connect more strongly to a community of similarly nurtured individuals.

2. **Aloha ‘Āina** (Hawaiian patriotism; love for the land and its people): Students develop an in-depth relationship with places and communities that hold significance to them and strive to improve the well-being of such places, engaging in experiences that foster aloha for and life-long allegiance to ka lāhui Hawai‘i and ka pae ‘āina o Hawai‘i.
3. **Kūpono** (Honorable character founded on Hawaiian and Christian values): Students live by Hawaiian and Christian values such as extending aloha to others, taking responsibility for their actions, caring for others and themselves, and making ethical decisions.

The **TRUNK and BRANCHES** draw their substance from the roots and form the **LEARNERS’ NATIVE HAWAIIAN IDENTITY**:

4. **Mālama and Kuleana** (Social agency, community consciousness): Students develop a passion for and the skills needed to engage with their ‘ohana, communities, and others to achieve Hawaiian cultural vitality, political and social justice, environmental sustainability, and the overall well-being of their communities and larger global context.
5. **Alaka‘i Lawelawe** (Servant leadership): Students practice being servant leaders by fulfilling their kuleana (earned roles, and responsibilities), engaging collaborative approaches, and knowing when to provide direction, when to follow others, and when to empower others.
6. **Kūlia** (Excellence): Students develop a desire to achieve excellence in all of their endeavors, carefully consider and choose appropriate courses of action that build their mana (integrity), and demonstrate a mindfulness of how their excellence brings mana to (empowers) their lāhui, their community, their ‘ohana, and themselves.

LEAVES spring from the branches and embody the **LEARNERS’ PRODUCTIVE COURSES OF ACTION**:

7. **Academic Competence**: Students develop academic competence, fostering the multidimensional characteristics of a learner.
8. **Growth Mindset**. Students learn to be goal oriented, resilient, and to view hard work, challenges, new experiences, learning, and perseverance as stepping stones to growth.
9. **Self-efficacy**: Students gain confidence in their ability to achieve goals, and foster a strong self-image.
10. **Problem Solving**: Students develop skills in identifying, articulating, and solving problems.
11. **Innovation and Creativity**: Students learn to innovate and generate new ideas, processes, activities, solutions, and technologies.
12. **Collaboration**: Students collaborate and work effectively with others to achieve shared

goals.

13. Global Competence: Students develop knowledge, understanding, and intercultural communication skills to interact effectively in an interdependent world.

FRUITS are not only the result, they are also the seeds that perpetuate the vibrancy of the forest, the **LEARNERS' WELL-BEING** and the well-being of the contexts in which they live.

14. E Ola! (Live on!): Students cultivate their own well-being—cultural, spiritual, social, economic, physical, emotional, and cognitive—so they can thrive and help to ensure the vibrancy of their 'ohana, community, ka lāhui Hawai'i, ka pae 'āina o Hawai'i, and ka honua.

4. In considering the alignment of the school's mission statement with the current operations of the school and the compatibility of the components of the mission statement with each other, explain any areas in which there is tension or lack of alignment or compatibility. What efforts are being made to resolve these issues?

KS acknowledges the need to serve more native Hawaiians than just those who are admitted to our campus program. Throughout the years, different iterations of outreach programs on Maui were implemented: Summer School for elementary and middle school students, the Hūlili program for grades 6-12, and most recently the [Hālau O Kapikohānaiāmālama](#) summer school program which in its inaugural year this past summer served 225 haumāna in grades 6-8. All of these programs brought the Hawaiian culture into the classroom and took the students into the 'āina for practice-based learning.

In 2015, KS instituted the [Community Engagement and Resources division](#) (CE&R) which to seeks to ensure that KS achieves its SP2020 educational and 'āina targets collectively, with community partners, while integrating and optimizing KS resources and services within nine regions statewide. CE&R builds strong relationships, brings strategic intention to understanding of community strengths and challenges, and seeks opportunities for collective impact thereby ensuring improved capabilities and well-being of the lāhui.

KS Maui has also followed a “regional approach” by including representatives of the extension education and preschools programs to serve on the campus leadership team and to have offices on our campus. We also are the only campus to have a preschool located on our grounds. This openness to serve our non-campus haumāna has enabled our reach to extend beyond the 1,100 seats that are appropriated for our campus program.

Another way that KS Maui strives to bridge the gap to serve more native Hawaiians is to build relationships with others to celebrate our cultural ties and to learn from their wisdom. These relationships include:

Schools

On October 28, 2016, students from Kamehameha Scholars (a KS extension education program serving native Hawaiian students attending other schools), Seabury Hall, and Moloka'i High School participated in our first annual Makahiki o 'Ihikapalaumāewa, put on by four KSM seniors, as part of their Hō'ike Nui (senior project).

In late November, 2016, Moloka'i High School students were hosted by our Hawaiian Ensemble students during the Nā Mele o Maui choral competition. This relationship between our Kamehameha 'ohana and the Moloka'i 'ohana has developed over the years and continues to strengthen each year. In early December, 2016, over a two day period, KSM's Hawaiian language classes visited Lahainaluna High School to meet with their Kula Kaiapuni (Hawaiian language students) to inform both Lahainaluna and Kamehameha students of our rich educational history and to strengthen new bonds between the two schools.

Kupuna (elders/senior citizens)

Kupuna visit our campus to participate in oral history projects with all three divisions. This enables our haumāna to learn about the struggles and triumphs of older generations on a personal level. Many are part of Kauno'a Senior Services, a program of Maui County's Department of Housing and Human Concerns which visits annually to work alongside of our students on the grounds and in the māla. Kupuna are also regular attendees to our Huliau Film and Lecture Series featuring Native Hawaiian film makers and experts.

Hawaiian Agencies and Organizations

KSM sits on the Hawaiian Association Organization which includes other non-profits and agencies whose focus is to improve the health and capacity of Native Hawaiians.

5. With respect to the mission, what are the school's areas of greatest strength, and in what areas would the school like to improve?

As stated in the response to question 3, 'Ōlelo Kahua has had a big influence on the staff and

haumāna. This understanding of the language has enabled a deeper connection to the Hawaiian mindset and culture. This provides a foundation as we strive to provide a World Class Hawaiian Culture Based Education. KSM's Cultural Protocol Facilitator, in conjunction with Ka Hui Kumu (Hawaiian language and culture teachers) teach the language classes and seek to find ways for the faculty and staff to embed the Hawaiian language into their work. We have much to grow but momentum is building. Additional curricular connections will be established as the knowledge base grows.

Areas that we would like to improve:

- **Delve deeper into Hawaiian Culture.** As we begin to deepen our roots in the Hawaiian culture through the language, it is hoped that we will begin to develop symbols of Hawaiian culture around our campus to inspire and demonstrate who we are as kanaka maoli (Native Hawaiians) such as; a traditional hale (house), murals, etc. These elements will provide a sense of place and an opportunity for our haumāna and staff to further explore their Hawaiian roots.
- **Continue to increase Summer School offerings** for both Kamehameha and non-Kamehameha students. Hālau O Kapikohānaiāniāmālama summer school program has the ability and campus resources to offer our Maui Haumāna a variety of enrichment and advancement courses. Summer school staff are working diligently to be responsive to the needs of our student and are building a Hawaiian culture-based educational environment.
- **Strengthen our K-12 and E Ola! Learner Outcomes alignment** as we collaboratively work towards addressing KS's Tri-Campus Tactical Plan. As you will read throughout our self-study, KSM has worked as a K-12 campus in all academic and non-academic realms. It is of utmost importance that we strengthen these ties if are to meet the outcomes as established by these two critical guiding documents.

Section II: Teaching & Learning Educational Program



E lawe i ke a'ō a mālama a e 'oi mau ka na'auao

*He who takes his teachings and applies
them increases his knowledge*

Chapter 2: Educational Program



Section II: Teaching and Learning

Chapter 2. Educational Programs

The school's educational program—its curricular and co-curricular offerings—clearly reflects and embodies the values and purpose articulated in the mission. The faculty and administration take the lead in shaping the program, and it is designed to deeply engage students in helping them to develop the capacities and acquire the knowledge that will prepare them not only for their future education, but also for constructive and fulfilling lives. A successful educational program is the focus of constant assessment and debate, since the students for whom it is designed, as well as the society in which those students live, continue to pose new questions and challenges for learning environments.

Standard 2: Guided by the mission, the school clearly defines its curricular and co-curricular programs and provides coherent documentation of them. The programs are regularly evaluated, updated, and strengthened in order to stay current with relevant educational research, to assure the intended outcomes in student learning, and to prepare students for the next stage of their academic careers.

Indicators of meeting Standard 2: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The faculty and administration actively engage in an ongoing process of curricular and co-curricular reflection, review, and evaluation across grade levels and subject areas to improve student learning.
2. There is clear evidence of ongoing instructional planning.
3. The curriculum has a coherent and discernable structure that supports student learning and guides faculty decision-making.
4. Instructional resources are appropriate to the needs of the educational program.
5. Faculty and academic administrators regularly undertake professional development activities to keep them current in educational research and best practices bearing on academic program content and design.
6. The curricular and co-curricular programs address the cognitive, social, physical, and creative needs of the students, in accordance with the school's mission.
7. The curriculum is designed to engage, challenge, and support all learners enrolled at the school.
8. The design and evaluation of the curricular program take into account that the school's graduates will grow up and live in a world that requires understanding and leadership to successfully address complex multicultural, global, environmental and technological realities.

Baseline Requirements Checklist for Standard 2: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The school has a written, published, comprehensive curriculum guide.
Yes No
2. Secondary school graduation requirements fulfill or exceed the University of California "a through g" entrance requirements.

Yes ✓ No

3. The school calendar specifies a minimum of 175 school days per year (which may include shortened days, in-service days, parent-teacher conference days, and the like).

Yes ✓ No

4. The school securely maintains student performance records.

Yes ✓ No

Note: Also required for Standard 3.

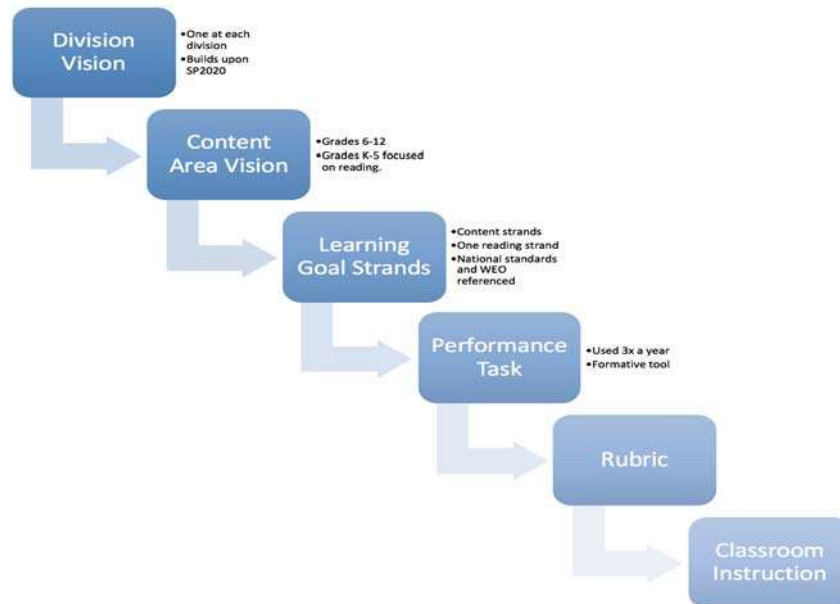
Baseline Requirement Checklist for Standard 2, Item 1. Kamehameha Schools Maui is working towards developing a comprehensive curriculum guide. We went through a Standards Based Change Process to create an aligned K-12 reading comprehension staircase in all content areas and created performance tasks and rubrics to match our learning goals. We are presently focusing on tri-campus E Ola! Learner Outcomes integrating disciplinary and trans-disciplinary transfer goals in ten content areas. This work will lead to creating aligned curriculum which will be documented.

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

- 1. Taking into account the future world in which the school sees its students living, describe how the curriculum is informed by that vision.**

Knowing that our students need to be aligned with the [Kūhanauna Vision 2040](#) described in Chapter 1: Mission, Kamehameha Schools Maui (KSM) has engaged in the following initiatives:

In 2013, we began a curriculum renewal process by hiring School Rise to lead us through The Standards Based Change Process (SBCP) with a focus on reading across the curriculum. Through SBCP, we created a K-12 Reading Staircase by aligning our learning goals to our school visions, [KS Working Exit Outcomes \(WEO\)](#) and referencing the Common Core State Standards. By creating learning goals, performance tasks and rubrics, KSM offers a rigorous foundational curriculum aligned with college and career readiness benchmarks.



In 2016, a revision of the WEO occurred resulting in E Ola! Learner Outcomes. It encompasses four main components to help build learners' strong foundation, native Hawaiian identity, productive courses of action, and well-being. E Ola! strives to develop the whole child (mind, body, soul, and spirit) while maximizing capacity, performance and achievement by adopting discipline-specific standards of excellence and contextualizing the educational framework in cultural principles (e.g. indigenous values, customs, practices, language, history, oral traditions, 'āina (land)/project-based learning, family & community engagement). The goal is that "Haumāna (students) will become local and global servant leaders who are culturally engaged and play significant roles in creating strong 'ohana and communities throughout ka pae 'āina o Hawai'i and beyond." E Ola creates a foundation for KS students to have a world-class, Hawaiian culture-based education system that engages students and their families in a culturally rich, personalized education journey. E Ola! Learner Outcomes are being incorporated into our curriculum to create 21st century learners who are better prepared to meet the vision of Kūhanauna.

2. Describe and evaluate the rationale, process, and outcomes of the school's most recent significant curricular changes. How do these changes relate to the school's mission?

Kamehameha Schools' mission is to fulfill Pauahi's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry. The most recent significant curricular changes, SBCP and E Ola! Learner Outcomes, support this mission by providing teachers with a process to align curriculum, create rigorous assessments, provide

students with feedback to meet their learning goals, and improves the capability and well-being of our students by connecting the curriculum to real-world tasks requiring students to apply their learning and prepare them for the future.

The [E Ola! Learner Outcomes](#) provides teachers, students and parents with indicators and learning progressions that help inform our efforts towards continually learning versus traditional assessment models that measure assessment of learning at particular points in time. Although E Ola! Learner Outcomes may not be directly measured on college admissions tests, KS believes it is these attributes that will help sustain a student's success in college as well as in life and this will in turn help make impactful contributions to the community, both locally and globally.

3. To what extent is the curriculum constrained by expectations or demands imposed by secondary schools or colleges to which the school's students apply for admission?

The KSM curriculum is constrained by expectations and demands imposed by secondary schools and colleges to which our students apply for admission. The majority of colleges, in both national and international arenas, rely upon traditional measures of composite data (i.e. rigorous curriculum, grades, test scores, class rank) in its admissions process. Also, in recent years, MAP assessment benchmarks have been raised to meet Smarter Balance Assessment (SBA) proficiency levels.

To meet rigorous curriculum requirements of secondary schools and colleges, the high school tailors class offerings to traditional college requirements centered around four career academies (Arts and Communication, Business and Leadership, Engineering and Design, Health and Wellness, and Science and Natural Resources). The curriculum is framed to meet the college and career aspirations where foundational experiences are provided in prospective careers through internships, career shadowing, and community service. To ensure that students are offered a rigorous curriculum, the high school offers Advanced Placement (AP) and honors courses. Dual credit courses are offered through a partnership with the University of Hawai'i Maui College that dates back to 2006.

A comprehensive curriculum team guides the staff in the curriculum renewal and development process lead by a Curriculum Director and supported in each division (elementary, middle and high school) by a Curriculum Coordinator and a Liaison Team (trained content-specific lead

teachers). Within SBCP, teachers referenced the Common Core State Standards in the development of their curriculum. These national standards are aligned to college and career readiness benchmarks. SBCP performance tasks utilize non-traditional measures and create a K-12 staircase of knowledge and skills with a focus on reading within the context and standards of specific content areas.

As more and more colleges are using less traditional measures of academic success in their admissions process, KSM joined the Mastery Transcript Consortium (MTC), a group of independent schools looking into alternative forms of assessment, crediting and transcript generation. The MTC allows college admissions departments to look more deeply at a student's ability to meet school standards and actual artifacts that demonstrate student mastery. The MTC hopes to change the relationship between preparation for college and college admissions for the betterment of students.

4. How does the school monitor and assess the success of its students once they have graduated? What does this information reveal about the school's curriculum, co-curriculum, and the students' experience of the school?

KSM monitors and assesses the success of its students after they have graduated in numerous ways. When traveling, counselors and K-12 administrators often meet up with alumni to find out how they're doing. A group of alumni returned to our 2015 Career Day to describe how their experience and education at KS contributed to their post-secondary success and to share about their careers. Finally, each graduating class has a class representative who functions as a liaison for the dissemination or collection of data (e.g. data from 2006-2014 dual-credit and matriculation).

In 2017-18, KSM implemented a new position, Post High/College Counselor, whose goal is to support and track college persistence and completion of post high educational programs for our alumni starting with the class of 2017. This includes connecting and tracking alumni through completion, sharing financial aid developments and scholarship opportunities and for graduates who decide later to apply for college, assist with application and admissions process. The post high counselor is tasked with developing an effective tracking system that informs our practice here to increase student preparedness for post-secondary pursuits. This counselor is also in charge of registration for our high school dual-credit program, a partnership between University of Hawai'i Maui College (UHMC) and KSM.

KSM's 6-member counseling team also include grade level counselors and an athletic counselor. Grade level counselors focus on academic advising through college placement and scholarship searches, supporting the building of a college mindset by having all grade level counselors also assist with college admission. This ensures an appropriate "fit" for the students as the counselors will have the four years to gain perspective on post-high collegiate matches. This supports the mission and vision of the school to create Hawaiian servant leaders who are prepared for college and a global society.

The National Student Clearinghouse is another formal program used for monitoring the success of students past high school graduation. It confirms postsecondary enrollment, persistence and degree completion, i.e. Associates, Bachelors and certificates) for the vast majority of public and private institutions.

There is a need of a centralized, tri-campus tracking system and our high school counselors are currently in the process of working towards this goal. In this way, each of Kamehameha Schools' high school campuses can disaggregate the data to their individual campus needs and conduct surveys or administer other follow up investigations as needed. Knowing what the other two KS campuses are doing will be challenging, so a centralized tracking system must be established along with a plan to correlate any data related to students' success in college to students' high school curriculum, co-curriculum, and experience at school as it is only a few of the many variables that may have factored into students' post-secondary success.

Created in 2012-2013 under the Pauahi Foundation, the Director of Alumni Relations is responsible for the creation, development, coordination, implementation and evaluation of programs and events for KS alumni. These programs connect alumni with KS and Pauahi Foundation to support and maintain pathways for alumni participation that advance the goals of KS and PF. Currently, the Alumni Relations does not have the capacity or resources to monitor alumni success from college; however, should a graduate provide their information, Alumni Relations updates its database.

All of the information we have has been gathered through the Dual Credit Alumni Survey and exit surveys for seniors. Although we hear from word of mouth, we do not yet have formal data analysis to support any conclusions about the impact of our school's curriculum and co-curricular experience at KSM. One of the goals of the new post-high counselor is to start a

tracking mechanism on post-high enrollment, the success of our graduates and how our school has done to prepare them for college.

5. What would the school point out as the greatest strengths of its overall educational program?

KSM's greatest strength of our overall educational program is that we operate as a K-12 school and not separate divisions working independently of one another (i.e. elementary, middle and high school). All divisions are guided by one school vision which states that we are "*a dynamic and nurturing learning community committed to educational excellence.*" We assist people of Hawaiian ancestry to achieve their highest potential as "*good and industrious men and women.*" Every one of our educational program supports our school's vision.

Our school strives to provide a high-quality, continuous educational experiences for our K-12 Native Hawaiian students. The uniqueness of our overall educational program is grounded in Hawaiian and Christian values throughout the K-12 spectrum.

An example of one such K-12 effort is the Standards Based Change Process (SBCP), described earlier in this chapter. This allowed for a near seamless staircase with each grade building upon the students' learning from previous years creating opportunities for content area teachers to align curriculum in specific areas. Teachers used data gathered during throughout the school year to inform their instruction. Performance tasks were administered at the beginning, middle, and end of the year. The continuity of our school-wide K-12 curriculum renewal process and college and career readiness programs helps us fulfill the vision of our school.

6. How effective is the curricular program in terms of the stated mission, and how does the school assess and determine this?

Kamehameha Schools' mission, "*...to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry*" is evident in the curricular programs used at Kamehameha Schools Maui. To prepare our students for the future, KSM believes that being able to comprehend a variety of texts (i.e., written text, charts, graphs, pictures, videos, music, etc.) in all contexts is an important skill that will create educational opportunities to improve the capability and well-being of people of Hawaiian ancestry as stated in our school's mission.

The initial focus of SBCP was around reading comprehension in all content areas. The

effectiveness of this SBCP curriculum renewal process is assessed by the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) reading data, which measures students' performance in the areas of reading, language arts, and mathematics. KS Maui administers the test three times a year, fall, winter, and spring in grades K-10 (kindergarten through ten). Students' MAP assessment results help drive the instruction and determine curriculum needs. The NWEA MAP Learning Continuum is used to help students set learning goals and provides teachers with information about what students are ready to learn and can plan targeted instruction to meet student needs. Since 2013, the MAP scores in reading comprehension have steadily increased in elementary, middle and high school. The goal is that as teachers become better at analyzing their data, determining student needs and differentiating instruction, the students' ability to comprehend a variety of text in all content areas will continue to improve.

The SPN Survey is another assessment used to evaluate the effectiveness of our curriculum program. The survey is administered to faculty, staff, students, and parents. Survey results (see table below) show that students perceive the curriculum as being effective in terms of rigor, relevance, relationships, and leadership. In the 2016 Alumni Survey, 45.61% felt they were prepared for educational opportunities after high school and 40.94% felt that they were very prepared. Results of the surveys show that most students find the curriculum effective in *“creating educational opportunities to improve the capability and well-being of people of Hawaiian ancestry.”*

7. Evaluate the effectiveness of the school's co-curricular programs in light of the school's mission. What evidence did the school use in reaching its conclusions?

Kamehameha Schools' mission is to fulfill Pauahi's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry. Co-curricular offerings at Kamehameha Schools Maui cover a wide range of subject areas, interests, and skill levels. Each of these programs help educate the “whole” child, while providing students extra opportunities to enhance their skills and knowledge outside of class time. Participation in such activities help build *alaka'ina* (leadership), *pilina* (relationships/connections), *kuleana* (responsibility), and *mana'o'i'o* (confidence/self P worth).

The effectiveness of KSM's co-curricular programs are measured by participation and longevity. Although we strive to maintain and strengthen current offerings, student interest and choice also

drive the inception of new offerings. In addition to academic and socio-emotional learning, co-curricular programs provide opportunities for students to make connections to Native Hawaiian values and identity. Co-curricular programs such as the Mālama 'Āina club (ES), Makahiki Team (MS), and Hawaiian Ensemble (HS) are examples of such programs that allow students to explore Hawaiian values and identity through subject matter, music, or dance.

With the addition of a permanent K-8 Student Activities Coordinator in school year 2017-18 to compliment the 9-12 (HS) Student Activities Coordinator, our goal is to create a system which will allow us to gather quantitative as well as qualitative data to help evaluate the effectiveness of our co-curricular programs.

8. Prioritize and explain the two to five most pressing curricular and/or co-curricular issues that the school needs to address in the near future. If possible, identify strategies that the school might use as it moves ahead with this work.

Four curricular/co-curricular issues facing KSM are as follows:

- E Ola! Learner Outcomes: K-12 transfer goals together with correlating rubrics need to be designed and finalized with representation from various stakeholders. Teachers will need to be supported with in-service training to properly address Hawaiian culture-based criteria for future lesson planning.
- Bell Schedule/Graduation Requirements: KSM High School needs to determine if career academies will continue as graduation credit requirements have been set system-wide at 26 credits--a reduction to KSM's previous 32 credit requirement. Combined with a revised bell schedule, KSM students could potentially finish their K-12 educational program early which could impact both curricular and co-curricular programs including standardized testing, internships and Hō'ike Nui.
- Teacher Accountability for SBCP: With all of the resources that the school pours into SBCP and other curricular initiatives, there needs to be more accountability for teachers who are charged with designing and implementing curricular and co-curricular initiatives. It might be possible to better address this challenge through the school's performance management system.
- Post-Graduation Data Collection: A plan for collecting and analyzing data to help determine goals on our campuses and to help strategize the most effective K-12 curricular and co-curricular experience needs to be developed.

Chapter 3: The Student Learning Experience



Section II: Teaching and Learning

Chapter 3. The Student Learning Experience

Independent schools have historically prided themselves on the individual attention that they are able to provide for each student, and this traditional commitment underscores the critical importance of making each student's learning experience as positive as possible. To accomplish this, schools need to develop sophisticated understandings of how different students learn, and they need thoughtful assessment systems that yield useful data that can aid teachers and administrators in most effectively shaping the learning environment for students. Only schools that are dedicated and successful in these endeavors will be able to maximize the effectiveness of their carefully crafted educational programs as the students experience them in daily interaction with the faculty.

Standard 3: The school maintains a vigorous and informed focus on the learning of each student. It has policies, expectations, procedures, assessment systems, and student feedback mechanisms that enable it to engage—and maximize the learning potential of—each student.

Indicators of meeting Standard 3: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The school has a clear published statement that communicates its fundamental beliefs and assumptions about how students best learn, along with an explanation of what those beliefs and assumptions are based upon.
2. The school has developed procedures to help all students understand how they learn and how they can improve their ability to learn.
3. The faculty and administration are attuned to and recognize differences in learning styles, abilities, and approaches among students, including those that may be influenced by such considerations as previous preparation, developed competence, neuropsychological factors, socioeconomic situation, gender, culture, race, and ethnicity.
4. The school has developed a thoughtful, in-depth, and multi-faceted system of student assessment, which compels teachers and administrators to gather and analyze important evidence regarding each student's learning and to implement strategies that will help each student to reach his or her potential.
5. There are established structures and time allotments for teachers to meet at regularly scheduled intervals and review the achievement and engagement of individual students and groups of students.
6. The school has established procedures to regularly inform parents about student progress.
7. There is an age-appropriate system in place for counseling students (and, when necessary, parents) regarding academic and social issues.
8. There are established procedures that the school uses to help students who struggle with learning, and there are resources available (within and beyond the school) to the faculty and administration to assist them in identifying and meeting the learning needs of individual students.
9. The school has a process in place to identify students whom it can no longer serve effectively and to counsel them in a supportive way regarding more suitable schooling options.
10. The school has a structured, ongoing process through which it solicits and analyzes the perspectives of students and alumni/ae about their experience of the school, and it uses the information from this process to strengthen the school and improve learning.

11. The school actively strives to create a daily schedule and an annual calendar that allow for students to be productively challenged and engaged, while avoiding structures and practices that lead to unmanageable student workloads and debilitating stress.
12. Students themselves express a high level of enthusiasm for and engagement with their academic work in particular and their school experience in general.
13. Parents generally observe and report that their children have a high level of interest and engagement in learning at the school.
14. Age-appropriate opportunities are in place for students to provide feedback on their experience of the teaching and learning environment of the school.

Baseline Requirements Checklist for Standard 3: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The school securely maintains student performance records.
 Yes No

Note: Also required for Standard 2.

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

- 1. What are the fundamental assumptions or beliefs about how students best learn that guide the school’s work? How are those beliefs enacted in the classroom, and how effective are they in promoting student learning?**

KSM believes that students learn best through Hawaiian cultural principles and Hawaiian cultural identity, which serve as a foundation on which to provide a nurturing environment where students are actively engaged in relevant learning. Students learn through and about Hawaiian culture to acquire a broad range of Hawaiian perspectives and world knowledge. KSM prepares learners to lead successful and fulfilling lives, while they engage and compete in ways that contribute to our lāhui (race, people, nation), both locally and globally and enrich humankind by building strong communities.

The above mentioned beliefs and attitudes were summarized in our schools’ Working Exit Outcomes (WEO) introduced in 2009, which helped to foster the Hawaiian identity of its students while continuing to vertically and horizontally align all classes. In 2013, KSM started the Standards-Based Change Process (SBCP) which is described more fully in Chapter 2. By embedding the WEO within the SBCP, it ensured our beliefs about how students learn best would be incorporated into in the classroom.

2. How does (a) the school calendar, (b) the school schedule, (c) class size, and (d) student-teacher ratio reflect the values that the school holds, and how do they impact the student learning experience?

Kamehameha Schools is grounded in the Christian and Hawaiian values embraced by its founder Princess Bernice Pauahi Bishop, the schedules and calendars at all divisions reflect these values as well as other core values that support haumāna and their learning.

Christian Education Program: Christian Education is an integral aspect of KSM's curriculum with the Christian Education Program required at all levels. The program, led by a full-time chaplain and two Christian Education instructors, teaches students Christian and Hawaiian values and how to apply these toward becoming "good and industrious men and women" of integrity. (CE content standard). Student chapel service for all divisions are held monthly and consist of Bible scripture readings, prayers, singing and devotionals. On special occasions, e.g., Founder's Day, the entire school meets together. In addition, all students attend bi-monthly Christian Education classes with specific themes for each grade level.

Nohona/Ike Hawai'i: Language is essential to learning the Hawaiian culture. Beginning in elementary school and continuing through high school, dedicated time for learning the Hawaiian language is included in the curriculum. Language is embedded within content area lessons through oli (chant), mele (song), hula (dance), games, and through other cultural-based activities. The K-12 Hawaiian language and culture teachers, together with the school's Hawaiian protocol specialist, collaborate to design Hawaiian culture activities, programs and learning experiences including the high school's 'Aha Mele class song competition and all day, whole school Hawaiian identity and pride celebrations.

Scheduling: The school has various bell schedules with an average of 80 minute periods, which allows for deep content knowledge, flexible/individual grouping, collaboration and cultural-based lessons.

Class size: Relatively small class sizes reflect the school's value for more effective differentiation, collaboration and intervention as necessary. The average class size is 20 with the largest classes being 27 and the smallest being 12.

Calendar: The following days are calendared yearly for off-island culture-based activities (e.g.,

Makahiki games Moloka'i, Papa Ho'okele - our voyaging canoe sailing pilot program, and Malia Craver Hula Competition and the seniors' annual trip to Mauna 'Ala on O'ahu). School leaders are mindful of the time demands that Hawaiian cultural-based learning requires and strive to maintain a healthy balance with the school's college preparatory curriculum. The school's calendar, schedule, class size and student-teacher ratio reflect the belief that through cultural principles and cultural identity KSM's students learn to internalize and the live the values which are critical to becoming successful and contributing adults.

3. If a team of campus anthropologists were to systematically visit all of the classrooms, labs, studios, athletic fields, and other learning spaces at the school during a normal class day, what typical types of learning activities would they observe the students undertaking? Which of these learning activities would be most common or dominant? To what extent would the students regularly appear to be excited or engaged by their learning?

Student Engagement is a key element of Danielson's Framework for Teaching (FfT), which is our campus' tool to evaluate teachers' instructional practice. Students are engaged in their learning when they are "intellectually active in learning important and challenging content," and not doing "busy work." This definition guides teachers in planning their learning activities and focusing post-observation meetings.

At the elementary school some common or dominant activities include homeroom teachers using small group work with resource teachers in the Holole'a program to address the remedial and enrichment math and reading needs of students. Also, science students use problem-based learning designing investigations and needed to implement solutions to problems.

In the middle and high school, students create products based on real-life problems. They are given a variety of materials and work in small groups to analyze the issue, and then create a practical solution. Through teacher interviews, observations, and surveys, teachers reported engaging students through:

- Literature circles
- Reading and analyzing primary sources
- Solving multistep problems
- Group collaborations
- Activities that impact their community
- Art integration
- IDUs (Interdisciplinary Units)
- Science labs
- Technology-integrated lessons
- Research writing
- Close reading
- Project-based learning
- 'Āina-based learning
- STEM-related activities
- Hawaiian-culture based activities
- Data analysis

Our campus has also expanded libraries into innovation centers. At the ES, their innovation center has a theater area for student performances and presentations, writable desks and tables for group collaboration activities, and a maker space full of various materials for classroom projects and thematic units. MS has a maker space that is also used for various school projects, a maker club and coding club.

The HS has transformed one of their work rooms into a flexible learning space where teachers can experience various types of technology-based learning, like 3-D pens, to experiment and apply to their classrooms.

Data gathered in our 2015 SPN student survey indicate that students are generally excited or engaged by their learning. However, this data still leaves room for improvement and reflection on bridging the gap between student engagement, relevance, and rigor.

2015 SPN Survey: We Learn (Gd.. 6-12)	
Student Statement	% of Students in Agreement
I'm encouraged to think for myself.	77%
I work with other students in my class to solve problems.	83%
I'm encouraged to explore things I find interesting.	76%
I'm asked to share my thinking with others.	77%
I believe that I am learning will help me in my future.	72%

The above mentioned activities are reflective of Kamehameha Schools' mission, beliefs, and learning. Teachers, courses, and systems allow for student learning to be varied, mixed, and aimed toward multiple learning styles.

- 4. Given the importance of evaluating the school's practices in educational assessment:**
- **Describe the discussions occurring in the school about the nature of effective assessment. How have these discussions informed assessment practices across the grades and/or deepened teachers' understanding of assessment?**
 - **How does the school determine the quality of students' engagement and their growth as learners, particularly given the school's mission and the objectives of the educational program? What specific kinds of evidence have been most useful in assessment of engagement and learning?**

Through SBCP, each division examined content-specific performance assessment results and

engaged in a student-work analysis protocol in order to determine student learning needs (intervention and enrichment) as well as inform instructional decisions and consideration of appropriate strategies. At the elementary school these discussions were conducted among grade levels (ex: K-5), at the middle and high school these discussions were conducted through content areas (ex: science, math, ELA) As part of these conversations teachers discussed the effectiveness of the performance assessment in measuring predetermined learning goals offering teachers an opportunity for open dialogue around rubric criteria within levels of performance. Through SBCP, a common language was developed K-12 around assessment. SBCP allowed for both language and the processes to be streamlined--vertically and horizontally--and shifted teachers' thinking and understanding for the need to create more authentic, real-life performance-based assessment.

At KSM, quality student engagement is exhibited through the enthusiasm--students are highly motivated to work and actively problem solve. This can be seen in technology, coding, robotics, science problem-based units, passion projects, and teacher observations. Student perception surveys are also given yearly as a qualitative gauge on students' level of engagement.

5. What does the school do to help students understand how they learn, to capitalize on learning strength and talents, and to address their learning needs and challenges?

Kamehameha Schools Maui has always taken a K-12 approach to helping students understand their strengths and needs. One of these ways has been goal setting through teacher-student meetings centered on students' NWEA reading and math Fall scores. These one-on-one meetings allow deep discussion about the strengths of each individual student and, together, they set an appropriate yet rigorous spring target. These student goals also address actions the students will take to reach his/her goal. Teachers then use this data to plan their instruction and identify appropriate strategies to support students meeting their goals.

Neviance Strengths Explorer is another tool which gives each student data about how they learn best.

Each division uses age appropriate methods to address students' strengths and needs. For example, the elementary division utilizes Fountas and Pinnell and Star (to support and assess students, then interpret and use that data to plan meaningful instruction. Grade level teachers also utilize learning style inventories to help students and teachers capitalize on learning

strength and talents. Every child has a data transition folder which travels with them up the grades. To increase support and accountability, a Care Team model is being implemented with extra staffing allocated to address learning needs and challenges both at the lower and higher end of achievement spectrum.

There has been feedback over the past few years about how we are addressing our higher achieving students. One approach is through a partnership with UHMC to offer dual credit courses taught by UHMC professors on our KSM campus at no expense to the student. Begun in 2006, this has been a tremendous asset to our campus as many of our students graduate high school with college credits. We also offer the following AP classes: AP Biology, Physics, Studio Art 2-D, and AP Calculus.

The Ka’imi Internship program teaches job seeking skills like resume writing and interview skills to prepare them for life after high school. During this internship, some students affirm their career choice or determine other career options before starting their post-secondary endeavors. At the heart of our Hō’ike Nui Senior Project are students finding something they’re passionate about and doing research.

Dual Credit Courses	
ENG 100	Intro. to Expository Writing
SOC 100	Intro. to Sociology
PSY 100	Intro to Psychology
Math 115	Intro Statistics
Math 205	Calculus I
ICS 101 (Started SY 16-17)	Digital Tools for the Information Age

In addition, they create a product that demonstrates their planning and collaborative skills with the community. This all culminates in a presentation that highlights both their research and product.

6. Explain how technology and library resources are used to enhance teaching and learning. What commitments or objectives guide decision-making about the use of technology? How does the school evaluate its use of technology and gauge its impact on student learning?

Guided by organizational competencies, the integration of educational technology through 1:1 device projects and supporting professional development efforts have expanded in recent years. Technology integration at KSM is designed to improve student learning through authentic engagement, strengthen the workforce, address ethical and societal expectations for all learners, champion self-directed learning and initiative, and sustain professional development that promote 21st century learning and skill development. Instructional Technology support teams (Networking, IT specialists), librarians, and Learning Innovation Center Specialists form

the foundation for support at each division for meaningful and effective technology integration in the curriculum.

In the 2014-15 school year, the 1:1 Laptop Learning Program allowed every middle and high school student to have access to a MacBook Air in order to enhance learning opportunities. In the 2015-16 school year, the elementary school implemented their 1:1 project using iPads.

- Teachers use technology to enhance teaching and learning by
 - improving communication via blogs, websites and learning management systems such as Edmodo and Blackboard
 - delivering content and assignments through Google Classroom and G Suite.
 - creating flipped learning situations whereby teachers can deliver lectures via video-based presentations which students can view beforehand and create tutorials which students can view as needed
 - collaborate with grade levels, curriculum groups and others in a PLC using the Google Suite for Education.
 - accessing experts or learning from others across the world using video conferencing sites such as Google Hangouts and Skype.
- The 1:1 device program (laptops and iPads) have enabled students to
 - Show evidence of their learning in various ways (writing, presentations, videos, websites)
 - Participate in individualized learning opportunities such as web-based learning sites to enhance understanding such as IXL, Reading Plus and Mathletics.
 - Access leveled content area reading material via Newsela and KidBiz.

The Clarity BrightBytes survey is administered annually to parents, teachers, and students to measure student and teacher affinity towards the use of technology in education and identifies areas for potential growth and support of technology integration. Results from the survey are used to address areas for professional growth, as well as to impact curricular decisions in the classroom. For example, results from the 2015-16 BrightBytes survey indicated that teachers were less confident in the area of multimedia use. The instructional technology team used the data to develop and offer several iMovie, Garageband, Photos, and photo editing workshops at varying levels in the 2016-2017 school year.

Decisions about the use of technology are guided by curriculum needs and vetted through an

approval process determined by KS IT Department, which services all three campuses.

7. What input does the school gather directly from the students themselves, and how is this information used in curricular and other decision-making?

Every 2 years the campus administers the SPN trio of surveys, We Lead, We Teach, We Learn to faculty and students in all three divisions. In addition to the collection of formative data from teachers collected during lessons, this survey issued to students serves as the backbone for data collection and student insights into the social, emotional, and curricular endeavors at the school. Each division addresses the issues and concerns uncovered during the survey in the manner that best supports their needs.

The middle school used the SPN data to select the area of rigor and relevance, as an area of focus that was based on the gaps found in the following statements:

- If I were given more challenging work in class, I would do it.
- I am given more difficult things to read as the school year progresses.
- I can apply what I learn in my classes to everyday life.
- I have opportunities to apply what I learn in school to my life.
- My teachers make me aware of different career choices.

Middle school teachers were asked to formulate a plan of action and implementation over the course of 2 years through the Danielson FFT - Domain 1 (planning and preparation) and Domain 3 (instructional practices/strategies). They are focusing on increasing rigor and incorporating relevance into their content area curriculum which can be evidenced in their scope and sequence,

In 2015-16, the middle school also administered the Association for Middle Level Education (AMLE) and needs assessment to students and teachers. Results from this survey indicated a need to focus on relationships both between students and student-teacher. As a result they revamped their advisory curriculum to include more opportunities to focus on pilina and relationship-building.

Some teachers also administer class surveys and unit evaluations to their students about course content. Based on student responses, teachers may revise their lesson, units and activities. For example, our grade level counselors administer a needs assessment survey at

the beginning and end of each school year and use the results to determine the course content. They also use the needs assessment data to form small group sessions ranging in topics from girl issues to grief management.

As previously mentioned, all campuses annually administer the NWEA MAP. The data then informs curricular decisions made in the classrooms specifically in the area of content literacy.

8. In the past few years, what have alumni/ae generally reported as the most valuable or appealing features of the learning experience, as well as areas that the school should work to improve? Has the school made any changes in response?

Gathering feedback from our alumni has not yet been a regular occurrence for our campus. However, with our new post-high counselor, whose primary responsibilities includes counseling recent graduates through their post-high endeavors, a process will need to be developed regarding how to gather and analyze alumni feedback and how to incorporate that feedback into our campus decision making process.

9. Based on the responses to the questions above, what does the school conclude are the two or three most important areas that it should address to optimize the student learning experience?

As we researched and started to gather evidence for this chapter, overall data literacy is an area that needs strengthening.

- Perception data: While we collect perception data from students, teachers, and administration through our SPN survey, we rarely administer focus groups to gather more in-depth perception data.
- Multiple data point usage: Teachers use NWEA MAP or College Board assessment data, but our instructional support to analyze other data points can be improved.
- Consistent process for analyzing data to inform decision making: Some divisions have incorporated the PLC process on their campuses and use data consistently, while other divisions are still working towards PLCs in their divisions.

Chapter 4: Faculty & Pedagogy



Artwork by Joshua Chang, class of 2017

Section II: Teaching and Learning

Chapter 4. Faculty and Pedagogy

To engage students deeply, cultivating in them both a seriousness of purpose and a delight in learning, is the work of an effective faculty. A school's core pedagogical values and practices must not only take into careful account the characteristics of the learners and the nature of the subject matter, but also reflect the school's educational mission. Therefore, the faculty is at the heart of the school's work. Their competencies and gifts as professionals, their relationships as colleagues, and their human qualities not only shape the learning environment but also deeply impact the students' individual experiences in and beyond the classroom. A school's assessment of and reflection on these critical elements are essential to the vitality and effectiveness of the instructional program.

Standard 4: The school has a clear set of criteria for teacher effectiveness that reflects its mission and pedagogical goals and that informs hiring, professional growth, and evaluation. Through regular assessment of pedagogical effectiveness, which includes student learning outcomes, the school seeks to strengthen teaching and learning.

Indicators of meeting Standard 4: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. Teachers consistently embody the core values, mission, goals and ethos of the school.
2. The educational background, professional experience, and training of faculty members qualify them for the specific teaching responsibilities to which they are assigned.
3. The faculty support and work constructively with each other and the administration in achieving the school's goals for teaching and learning.
4. Faculty members pursue ongoing personal and professional growth.
5. A regular faculty evaluation process is consistent, well defined, and broadly understood and supported by the faculty.
6. Teachers work collaboratively and actively pursue building positive relationships with their students and other adults in the school community.
7. Faculty members actively engage in the ongoing review of program and pedagogy and in the design and development of innovations and improvements in teaching and learning practices.
8. The school has written, published learning expectations across grade levels and subject areas.
9. There is thorough, comprehensive, and secure cumulative record-keeping in place for the documentation of student progress.

Baseline Requirements Checklist for Standard 4: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. A process of faculty evaluation is regularly undertaken and documented.
Yes No

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

1. How effectively are teachers engaged in the process of assessing and improving teaching and learning?

One way that Kamehameha Schools Maui (KSM) has shown their commitment to improving teaching and learning is by supporting teachers in the National Board Certification process. Due to their early and ongoing support of teachers engaging in this process, Kamehameha Schools Maui has 31 teachers who have achieved NBCT. In addition, 57% of teachers feel that the current evaluation system supports improvement in their teaching. Both of these point to a strong support system for teachers who are actively engaged in improving their practice.

Additionally, over the last 5 years, KSM has provided faculty with well over 500 professional development sessions ranging from one-day, on-campus events to multi-day state and national conferences. 77% of KSM teachers who responded to the survey either agreed or strongly agreed that these professional development activities helped them better fulfill the vision and mission of our school.

In the 2016-2017 school year, in alignment with the Strategic Plan 2020 and the tri-campus vision, 18 hours of Hawaiian language classes were mandated for all faculty and staff of KSM. The classes, offered during work hours, give all employees the opportunity to deepen their understanding and working knowledge of the Hawaiian language. These classes insure that KSM continues advancing toward the SP 2020 goal 3, action 5 of integrating cultural principles (including 'Ōlelo Hawai'i) system wide.

Although all faculty are “engaged” in SBCP to improve literacy K-12, 60% of teachers do not agree that the process has improved their teaching. This highlights a disconnect in making the process meaningful to faculty and an adjustment to connect more teachers to the value of the process should be considered moving forward.

2. Explain the process by which the school determines the qualifications of teachers for the courses they teach. List and explain any faculty assignments that do not align directly with academic preparation. How does the school support faculty with such assignments and ensure their effectiveness?

Hiring Managers work with human resources representatives to set the job requirements, collect the applications and screens for the basic requirements, before turning over the pre-qualified pool of applicants to the campuses. At the campus level, the administrators form a committee and evaluate each applicant against a matrix which includes: teaching experience, relevant work experience, and required job skills. The KS core competencies are also part of the matrix: Hawaiian cultural experience is preferred, accountability, innovation, collaboration and teamwork, communication, and change effectiveness. They evaluate their functional competencies (skills and knowledge based on the Danielson framework) and outside/external activities, for example, clubs, extracurricular professional organizations.

After rating applicants with the matrix, they may do an online interview via Skype or Facetime to further sift through applicants or move on to the personal interview after which, committee members will make recommendations, and human resources will check references. Final recommendations are forwarded to the Head of School who may choose an additional, phone or formal interview before approving the hire.

According to the Chapter Teams Teacher Survey, 10 teachers or 13.7% reported that they teach in an area not aligned directly with their academic preparation. For those who teach but may not be aligned, the faculty member may have years of experience in teaching a particular subject matter, yet not necessarily have the academic preparation, as reported by the principal of that division. Of those above-referenced faculty members, they reported four ways in which they have been supported: group professional development (4), individual professional development (4), tuition reimbursement (2), stipend for skill development, e.g. National Board certification (1). One respondent reported: "No one ever spoke to me about this... (sic)."

3. Evaluate how program decisions are made within the school through the involvement of teachers and academic administrators in the program planning and decision making. Assess the process in terms of its effectiveness and its consistency with the philosophy and culture of the school.

Decisions are made at each campus through four different leadership teams; Leadership, Liaison, Performance Management and Evaluation Process (PMEP), and Hui Kumu (Hawaiian Language/culture teachers)

- Leadership members are typically on a rotational basis that is comprised of both faculty and staff from each department. Each campus differs slightly, but the leadership group is generally facilitated by the Vice Principal. The main focus of this group is to discuss and

share information about logistics, calendar and safety updates.

- The Liaison Team members are classroom faculty and are selected by campus administration. This group is facilitated by the designated campus Curriculum Coordinator. The purpose of the Liaison Team differs slightly at each campus, yet, the focus is to make curricular decisions and assist in facilitating the tri-campus curricular endeavors. This group was initially formed to address SBCP, has also taken on a centralized focus of coordinating and facilitating professional development for teachers.
- The PMEP group is comprised of Principal(s) and Vice Principal(s).
- The Hui Kumu is made up of all Hawaiian language and culture teachers from each campus level. This group meets monthly to plan and discuss all school wide Hawaiian culture-based decisions. This group is led by the Hawaiian protocol facilitator.

These four leadership groups meet individually and minutes are shared with campus administration to expand on discussions and further decision-making processes. Additionally, communication and decision-making results are taken to campus faculty meetings for information distribution, further discussion or at-large campus decision making.

4. Given that a school's values must be embodied by the faculty, what elements of the recruitment, hiring, and orientation process help to ensure that new teachers will actively embrace the school's values, especially in regard to their pedagogical approaches?

The recruitment process includes the added components of Christian and Hawaiian values in job postings. These values are included in the matrix and lead to some common interview questions, such as, "How would you demonstrate (Hawaiian value) in your instruction?" New hires go through the He 'Ike Kumu program, which is dedicated to reviewing the core values of our institution. Our Head of School, Kahu (chaplain) and Hawaiian Protocol Facilitator are also present at these orientations.

In the middle school, Team Leaders mentor new teachers, especially during the interdisciplinary units, where Hawaiian culture-based education is a required component. In the elementary school, the more senior team teaching partner takes on the role of mentor and coach. In the high school, leaders and teams take on these roles. For all campuses curricular pieces are in place that address alignments to the E Ola!/WEO and standards. Those pieces include thematic units, field trips, internships, community service, and senior project.

New hires learn Kula Hawai'i (a Hawaiian school) protocols through modeling in practices, such as ke oli (the chant), meetings with prayer, chapel, and meeting topics. This peer modeling is an expectation that is not written in stone, but *felt* in the na'au (gut, mind, heart) as the right thing to do by observing how colleagues use and live the values. New hires reported acculturation through 'Ōlelo Kahua (language foundation), orientation, chapel, kōkua (help) from staff and faculty (within their content area, from other content areas, within professional organizations, and across the three campuses), team meetings, in-services, and one-on-one professional development with principals.

5. Evaluate the extent to which a commitment to the school's values and purpose is broadly shared by the faculty, and explain what happens when this is not the case.

There is a formal process contained in SuccessFactors® where supervisors discuss competencies. Everyone from EA, clerical, admin support to operations department goes through this formal process of self-rating as well as supervisor rating for use as a coaching tool towards meeting competencies. However, at the beginning, middle, and end of each year, a one-on-one principal staff conference is held in which organizational values and expectations are reviewed. There is an expectation that every staff member complete a compliance and policy training each year. Also, according to the Teacher survey administered to faculty, 84% of the survey responders, have a commitment to the school's value and purpose.

According to campus administration, all managers are required to complete training such as "Embracing Your Kuleana as a Manager." When there is evidence of unsatisfactory employee work, a manager needs to determine whether the employee's situation is in relation to job performance or conduct. If performance is an issue, the manager will suggest coaching and/or professional development. If performance does not improve, then a Performance Improvement Plan (PIP) is drafted and the plan of action is followed. However, if conduct is the issue, the employee will be counseled and appropriate support provided. If conduct does not improve, then Progressive Discipline protocol is followed: verbal warning, written warning, suspension and possible dismissal. These steps are documented in a PERS 9. The goal of both processes is to support the employee to improve performance or behavior so that the work is satisfactory and meets expectations and aligns with school values and purpose.

6. How were the school's criteria for teacher effectiveness developed, and how well do they support the improvement of teaching?

Kamehameha Schools' current criteria for teacher effectiveness began with the Ka Pi'ina Initiative. In 2006-2007, a Ka Pi'ina Core Planning Team was created with representatives from each division and tasked to look for a teacher evaluation system that could effectively measure and support teacher effectiveness. They selected the Danielson Framework for Teaching to provide clear criteria for teachers to improve their craft and focus observation and coaching evaluations in the areas of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

According to the teacher survey, approximately half of the teachers felt supported in their improvement of their teaching. Less than 50% felt they had input in the performance, management, and evaluation process. Based on the survey and interviews with various faculty members from all divisions, many teachers feel that the system in place does not effectively address teacher improvement. The timing and frequency of observations do not adequately capture what is really happening in the classroom. Being that the nature of the PIP is highly confidential, the only evidence captured is anecdotal from sources involved in the process. Few teachers have been placed on a PIP, however, most that have been were let go or have separated themselves from the school, rather than improve to proficient status.

The process, however, has provided an opportunity for both teacher and leader to reflect on specific components associated with best practices. With focused conversation (on planning, classroom environment, instruction) accompanied by data, it could provide an opportunity to improve teaching and inform curriculum and assessment. Faculty would benefit from an evaluation system that they feel will help them improve in their teaching.

7. Assess the quality and effectiveness of the PD for teachers as individuals, as members of department or division, and as a larger group of colleagues

Within the last year, 100% of our teachers have attended at least one formal PD activity. Additionally, 46% of teachers engage in online PLCs, 52% read education journals and articles, and 71% discuss best practices with their colleagues. As a result 77% of our teachers feel that their PD activities have helped them to better fulfill the visions and mission of our school.

As previously mentioned, 60% of teachers feel that SBCP has not strengthened their teaching. In order to address this, administration is looking at PD opportunities to enhance the relevance

and understanding of this process. For example, the middle school campus teachers all did two half-day trainings on Thinking Maps in order to learn strategies to help deepen student understanding of texts, which supports their SBCP reading goals. Additionally middle school PD decisions are being made to address and support areas of weakness which may be impeding teachers' implementation, understanding, and perspectives on SBCP.

Administration assesses the quality and effectiveness of professional development through analyzing data (for example, school-wide data and trends on student performance, and information from My Learning Plan) and through formal and informal observations and evaluations. They also look at the impact PD has on tri-campus and individual campus goals both in the short and long term. For example, after grade 9/10 teachers engaged in various PDs focused on literacy and implemented strategies within their content area, our NWEA data showed an increase in the reading performance of our grade 9/10 students. This correlation allows administration to assess the quality of the PD provided to teachers by directly analyzing changes in student performance. Looking ahead, majority of teachers would like to have more PD in each of the following areas: technology (72%), content areas (85%), and 21st century skills (85%), Hawaiian Culture (76%), Assessments (64%), and Differentiated Instruction (80%).

8. Describe and assess the extent to which a culture of collaboration exists for teachers across different grades, disciplines, and divisions and the impact of it on program and student learning

A culture of collaboration exists for teachers across different grades within the three campuses. All three campuses have a Liaison Team that meets at least once a month within their campuses. The focus of these meetings is to help implement the SBCP as guided by the School Rise Consulting Firm. Each campus delivers the curriculum decisions differently. At elementary school, the Liaison Team member shares with their grade level partner. For middle school, the Curriculum Coordinator communicates decisions through SBCP content groups or grade team meetings. At high school, the Curriculum Coordinator communicates information through faculty meetings and/or content meetings.

On the elementary campus the teachers collaborate during Professional Learning Communities once a week. These once a week meetings occur between grades kindergarten through 5 and/or in K-2 and 3-5 grade level teams. Integrated teams also meet and create units that are showcased at the Elementary school Hō'ike. The impact of this collaboration on the elementary program is questionable since NWEA reading and math data all show decreases from 14-15

school year to the 15-16 school year. Further analysis of the data including the 16-17 school year test scores and other assessment means should be examined in order to determine impact and make improvements.

Kula Ha'aha'a (Elementary school) tri-campus specialist teachers had been meeting from 2010-2016 with the Vision to engage in common curriculum work in regards to WEO: content standards, benchmarks, assessments, and rubrics, as well as, foundational discussions about interdisciplinary thematic units. Although many found the tri-campus collaboration beneficial, Kumu2Kumu has, unfortunately, been discontinued.

Kula Waena (Middle School) campus grade levels meet daily for 45-80 minutes. Subject areas meet every two weeks for two hours. Math teachers "team" for 45 minutes every day and also meet every two weeks for two hours for SBCP work. Cross-grade articulation and alignment occurs two hours every two weeks during which teachers collaborate, analyze data and problem solve to address student learning. The impact of this collaboration on program and student learning is evident in NWEA reading and math data which saw gains in 3 of 4 percentiles ranges.

At Kula Ki'eki'e (High School) campus there are two types of meetings for teachers, one for grade level/academy and one for content. They meet every other week. Content groups meet twice a month after school for cross-grade articulation and alignment. Grade level teams are for grades 9 and 10 and academic teams are for grade 11 and 12. The impact of this collaboration on program and student learning is evident in NWEA Reading and Math scores where again, gains were made in 3 of 4 percentile ranges.

9. What are the school's expectations of all faculty members in addressing the social, emotional, and ethical developments of their students? How effectively are these expectations met? How does the school determine this?

The school expects faculty to address the social, emotional, and ethical development of all students. Faculty members meet with counselors to discuss student needs, cross-articulate about students, and teach and expect students to show Hawaiian and Christian Values. Christian Education is used throughout the school to foster social, emotional, and ethical development of students. The scope and sequence for Christian Education can be found in evidence. Faculty members follow school system procedures to address students' needs. According to the Teacher Survey (on Google Sheets) 92% of teachers agree/strongly agree that

KSM provides for health, safety, and well-being of students. At Kula Ha'aha'a, faculty uses a Counseling and Support Services Referral Form. At Kula Waena, the faculty started an Advisory program to meet student's needs. They use a survey to evaluate the effectiveness of the advisor/advisee relationship. At Kula Ki'eki'e, faculty works collaboratively in teams where counselors are involved in discussing student needs. These expectations are effectively met as shown in the school survey that reveals that over 95% of students feel that KSM provides for their health, safety, and wellbeing according to the 2016 student survey. According to the SPN Student Survey "We Learn" on January 21, 2016 75% of KSM students think, "My teachers care about me." 18% of students are undecided and 6% of students disagree. According to the same survey, question number 47, 33% of Kamehameha Schools Maui students feel their teacher know about their interests outside of school. 32% of students are undecided, and 31% of students fall in the disagree/strongly disagree category.

10. Based on the responses to the questions above, what does the school conclude are the two or three important areas that it should address to maximize faculty effectiveness.

- 1) Opportunities to collaborate K-12 in content areas and/or other areas of interest (Keala'ula like projects) to improve student learning.
- 2) Professional Development that enhances/supports innovation and change using best practices of research and development to meet the changing needs of our 21st century haumāna.
- 3) Addressing the kuleana for faculty/staff on the general well-being of students (social, emotional and ethical.)

Chapter 5: Climate & Community



Artwork by Kaitlyn Evans, class of 2017

Section II: Teaching and Learning

Chapter 5. Climate and Community

While every school is built around the core values and purpose in the mission, the capacity to live out that mission depends on the quality of relationships among the people who constitute the school community. The “feeling tone” of a campus—what is often called the climate—reflects the human dimension of school life: the sense of comfort and inclusion, trust and respect, integrity, playfulness, and collaboration that suffuse daily life. School climate can be challenging to measure but is essential to understand because it bears directly on the school’s quality of life and its capacity to implement change.

Standard 5: The school maintains a healthy climate that mirrors the mission. That climate is sustained through highly effective communication and supports the learning and personal growth of each student. It reflects a commitment to diversity, equity, and inclusion, and it is evident in the engagement of the school community.

Indicators of meeting Standard 5: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The school regularly assesses school climate through an inclusive process in order to gauge and improve the health of the community.
2. Faculty-administration communications and relationships are open, comfortable, and productive.
3. In its communications to parents, other school constituencies, and the wider community, the school seeks to ensure understanding of the school’s mission and to inspire loyalty and constructive involvement in the life of the school.
4. Alumni/ae and their parents—as well as other constituencies beyond parents of current students—are actively informed about, appropriately engaged in, and supportive of the school.
5. In the context of its mission, the school actively promotes diversity and equity in its student body, fosters cultural competence in its faculty and staff, and seeks to instill in students an appreciation for and understanding of difference. Students experience the school as a safe, equitable, and inclusive place.
6. The school is committed to identifying and supporting the needs of the full spectrum of its students.
7. Employee morale is high, and employee turnover is low. Student morale is high and attrition low. Students and adults generally enjoy and look forward to coming to school.
8. Constituents appreciate, understand, and use avenues of communication with the school.
9. Students, staff, and parents are strong advocates of the school and a significant public relations asset.
10. There is an effective process by which families are informed and educated about policies and practices of the school.
11. There is a positive culture of problem-solving and institutional resilience evident in the faculty and administration of the school.

Baseline Requirements Checklist for Standard 5: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The school has clearly stated policies and expectations regarding the behavior of members of the school community, which are well publicized in handbooks, on websites, or by other means.

Yes No

Questions: Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.

1. Briefly describe the climate of the school. How does the school assess its climate, and how are members of the community engaged in conversations about the results?

The school assesses its climate every other year by surveying its faculty and staff using the Successful Practices Network (SPN). The data is prioritized so that the weak areas can be addressed by the staff. The results are then shared at faculty meetings where our strengths and weaknesses are identified for discussions to make meaningful changes in our practices.

Our staff and students rely on one another to create a culture of learning that allows both the teacher and the student to help each other explore and master new ideas, techniques and processes. We model for the students by helping our colleagues and by encouraging the students to do the same for their peers. The vision and mission of the school is clear to students and teachers which allows natural progress to our shared organization goal of a thriving community network of learners that not only include our students, but those outside our classrooms as well.

SPN We TEACH - Staff Survey from Maui campus staff (110 respondents)	Total in Agreement
# 8. My day-to-day actions are aligned with the mission of this school	95%
# 44. I want to learn new ways of teaching students	92%
# 55. I am a source of encouragement for my students	92%
# 50. I encourage students to work with others to solve problems	97%

SPN We LEARN survey - Student survey from Maui Campus (1072 respondents)	Total in Agreement
# 5. My teachers care about me	75%

# 33. My teachers care if I participate in class	75%
# 56. I encourage other students to do their best	75%
# 3. I know my school's mission/vision	88%

2. What are the recurring rituals and traditions in the school that feel “sacred” to students and adults? How do they capture or express -- and in what ways do they challenge -- the school’s identity and core values?

There are numerous recurring “identity” rituals and traditions that honor and respect the School’s mission, founder, and core values. Each division opens every new school year with a convocation. The Po’o Kula and Kahu shares the message or theme for the school year. Each principal highlights additional divisional goals for students.

On or around December 19th, the entire campus gathers to commemorate the birthday of Princess Bernice Pauahi Bishop, Founder’s Day. This is a culturally rich event and is a time for students, faculty, parents, and community members to remember and honor Ke Ali’i Pauahi.

The entire school community, past and present, come together for a day of entertainment, fun, and food at the annual Ho’olaule’ā (celebration), a true collaborative effort of the entire school community. This event is sponsored by the Parent, Teacher, and Student’s ‘Ohana.

Before fifth grade students move on to the middle grades they participate in a formal ceremony called 5th Grade ‘Aha Puka (Graduation). Haumāna (students) create an ‘ohe kāpala (carved stamp made of bamboo) of their own design, and stamp an ‘ōlena cloth symbolizing their transition to middle school. Celebrations unique to middle school are the birthdays of Queen Lili’uokalani and Queen Ka’ahumanu which are also attended by The Royal Societies. Students perform oli and hula to celebrate them. At the end of eighth-grade, students participate in a culturally significant Rite of Passage ceremony which marks the end of one chapter in their schooling and the beginning of another.

At the High School, all 480 students participate in the annual song contest, ‘Aha Mele, which features, mele, hula and other musical performances. Part of the graduation festivities include an annual trip to Mauna ‘Ala, with the seniors of all three campuses, to give thanks to Pauahi and Charles Bishop, and a Baccalaureate service followed by a Headmaster’s tea for seniors and their ‘ohana (family).

3. Every school is a self-renewing community, into which new members—students and adults alike—are continuously invited. Assess the effectiveness with which newer generations enter into, come to embody, and in turn change the culture of the school.

Through the use of various orientation programs and rituals, KSM is effective in maintaining its culture and enhancing its community at all levels. For students who enter at grades K, 3, 6, and 9, summer transition programs are offered to help with their acclimation to their new school and affirm their place in the school community. New faculty/staff also go through the New Hire Orientation organized by Human Resources and are introduced at all-school in-service day gatherings. These programs ensure each new member of the KSM community has a foundational knowledge of the culture, mission and values that make our school unique.

4. How effectively does the school engage alumni/ae, grandparents, and others beyond the immediate members of the school community?

Alumni engagement is centered on the activities sponsored by the Pauahi Foundation who works hand in hand with the KS Alumni Association to communicate, organize and run multiple events. The 1st Annual Alumni Weekend, was held in 2016 to commemorate our first graduating class' celebration of their 10-year class reunion and provided alumni with the chance to reconnect to their school and rekindle friendships. During that weekend, the Alumni Association also hosted a lū'au for alumni, from any graduating class, from any of the three campuses – a truly inclusive event designed to connect Maui alum with alum from the other islands, creating a seamless network between the three schools.

A special feature of Founder's Day is that the most recent graduating class is invited to a breakfast before the ceremony. In 2016, the class of 2006 was also invited to the breakfast. This combined our newest and oldest graduates in a single, enjoyable event, extending their connection to the school and each other. Since communication is a critical component in keeping alumni engaged, KSM also relies on our Parent Community Coordinator and Post-High counselor, to organize and disseminate Maui-centric events and information through email blasts, digital newsletters and printed periodicals.

As briefly described in Chapter 1, Kupuna are regularly invited on campus to speak and work with students. In addition to sharing oral histories, they contribute their musical talents in preparation for performances such as 'Aha Mele, Founder's Day and May Day. The elementary school and middle school work closely with Kupuna for their Book Fairs and 8th Grade Rite of

Passage. The middle school also has a Kupuna Day, which brings Kupuna on campus to share a day with the 6th graders. High school students have done service projects focused on connecting with Kupuna, spent a day with them at the senior center in Kīhei, and have had the Kupuna come onto campus for a day with students.

KSM also endeavors to develop a similarly robust connection to the community at large. Alumni groups and PTSO work at the Maui County Fair, Ho'olaule'a, Project Grad and other events which allow members of the community to interact with our students, faculty and staff.

Participation in community events such as Relay for Life, Chrysanthemum Ball (sponsored by the Association of Japanese Americans), Math League, and Makahiki (sports and religious festival) , take KSM students and staff out into the community, while events like Career Day, Drama Club productions, Huliau cultural events and Summer School engage the community on campus. Academic connections involving the community include visiting speakers from industry, government and UH who come to speak to students, lead field trips and service learning events, and conduct career focused interactions such as mock interview and participation in student internships. Students participate yearly in the Maui Native Hawaiian Chamber of Commerce 'Aha (meeting) and the Maui Business Brainstormers' dinner, learning from industry professionals and developing their networks. Students are involved with many nonprofit agencies in the community while fulfilling their required community service hours. Through these service activities the students provide a service, explore possible career choices, and develop friendships along the way.

5. With what diversity-related issues does the school most seriously grapple? How has the school made progress in addressing diversity through the curriculum and in the life of the school?

The most serious diversity-related issues at KSM, pertains to ethnic, religious, socio-economic, geographic, and cognitive diversity. Admissions to KSM are based on academic, extracurricular, leadership potential and Hawaiian connectedness. KSM gives preference to Native Hawaiian students, to the extent permitted by law. Expanding the admission policies to allow orphan and indigent students to be accepted under a separate pool, increases both the diversity and the life of the school. Hawaiian culture based education (HCBE) is our competitive advantage and the definition of that is not immersion, but much more expansive. CEO Wong has repeatedly noted that we should focus on being a Kula Hawai'i and a College Prep school. Indeed, KSM believes that HCBE can drive College Prep. Thus, while there may be some tension, the move towards a Kula Hawai'i will likely ameliorate any concerns.

The religious issues at KSM include acknowledging varying faiths while maintaining the Christian values. In the curriculum, KSM studies different religions in non-denominational Christian education classes and world religion classes. KSM also maintains Christian values in the life of the school through the practice of prayer and chapel services and maintains the Biblical teaching of loving everyone, regardless of religion.

Students from all levels of the socio-economic spectrum are represented at KSM. Low-income families, who qualify for financial aid, only have to pay the minimal tuition contribution of \$100. The school has made further progress by providing free uniforms to those who qualify and administering a uniform exchange program for all interested families. KSM also provides technology access to each student via personal laptops and iPads for each student.

KSM builds geographic diversity by bringing in students from all over the island with subsidized bus service to Central Maui, Lahaina, and Kīhei. A 4:30pm “late bus” provides opportunity for students to stay after school to participate in clubs and tutoring. A 6:30pm “athletic bus” provides transportation for students to Central Maui. The school addresses its geographic isolation by providing travel opportunities to locations such as Japan, Europe, and New Zealand. The PTSO, subsidizes some of the travel expenses for both general student travel, as well as for athletic, academic teams, and for performing arts groups.

The cognitive diversity issues at KS include how to accommodate students who struggle in traditional classroom settings without compromising the curriculum. At the ES, teachers use the PLC process to identify student needs, then use resource teachers to support students with individualized attention. In the HS, the 9/10 team created a year-long English class for struggling learners in order to reduce the instructional gaps between semester courses. Other innovative programs include the chemistry fair, a collaboration between elementary and high school through hands-on student-led demonstrations. The high school biology curriculum alternates in-class lessons with a hands-on agriculture project, Kapikohānaiāmālama, which takes place outdoors every other day and offers a nontraditional way for students to show their learning.

A yearly survey that students, teachers, and parents take probes stakeholders’ opinions and understandings of KSM policies, procedures and actions. Results are shared with faculty and

are included in the accreditation report. Finally, the implementation of the Hi'ikua helpline, a confidential means of reporting concerns which relate to student health, safety or well-being, has improved the tenor and life of the school.

6. How do current parents contribute to a positive school climate and strengthen the sense of community on which institutional health depends?

Parents are an integral part of our school community. Parents have the opportunity to participate in the PTSO (Parent Teacher Student 'Ohana) which is our main parent organization on campus and is tasked with organizing and implementing a minimum of one family social event and three fundraisers annually. Parents put on social events for families to spend time together outside of school and volunteer to assist at school events such as field trips, swimming, or other activities which require support. The school holds at least three Parent Nights per year, centering around a specific theme or information sharing.

The direction of Kamehameha Schools' [Strategic Vision 2040](#) and [Strategic Plan 2020](#) has been actively shared out to parents and community members in a variety of settings and forums. Additionally, our school in conjunction with the Communications department has offered a Parent Engagement Night in which parents were guided through detailed aspects of our educational directions, were given the opportunity to converse with administrators and/or teachers, and provide feedback.

At the middle school, parents are able to participate in two Parent Nights. There is a "Back to School" day for both sixth and seventh grade parents during which parents attend classes or attend a cultural field trip with their child. Eighth grade parents coordinate both the class sleepover and banquet for the students. Parents at the High School play a hands-on role in various events, including Senior Lū'au and Project Graduation. Counselors provide opportunity for parents to set an academic plan for their child and college application process. Grade level Parent Nights give parents the opportunity to gather current school information and connect with other parents.

7. Provide a recent specific example of healthy, effective communication between faculty and administration regarding a difficult issue. What factors made it successful?

In 2012, Kamehameha Schools decided to update their employee benefits program freezing its Defined Benefits (pension) plan, effective July 2014. Although a difficult issue, KS developed a multi-faceted communications plan that was clear and allowed for multiple forms of communication and engagement between HR and the employees. This started with identifying a

group of end users that worked with the Benefits Team to provide feedback and suggestions on how best to communicate effectively with stakeholder groups. Communication began more than a year in advance of any proposed benefit changes. A series of group meetings were held to communicate about the issue and educate staff regarding potential options. Additionally, FAQs and other resources were posted to help ease the transition.

Factors critical to effective communication highlighted by this example include working with various stakeholders ahead of time to brainstorm strategies to communicate effectively, planning a reasonable timeline to communicate and process impending changes with stakeholders, and providing multifaceted ways (face-to-face meetings, emails, website, group sessions) to educate staff and engage with Human Resources for support throughout the process.

8. Reflect on what sustains and strengthens the school's climate and community and what its vulnerabilities might be. If a group of current constituents set out to undermine the school's community, how difficult would it be? What steps could be taken to reduce the school's vulnerability in this area?

KSM has incorporated a K-12 campus model that creates opportunities for faculty and staff from the three divisions (elementary, middle and high school) to work together, enhancing the development of key areas including curriculum alignment, parent/student engagement, and communication.

Within each division, teacher teams work together to address student needs and support for individuals as needed. An established leadership team representative of the whole division works to coordinate necessary tasks related to the specific division including planning for annual events/activities within the division, conversation on divisional concerns, student growth and development. With support from the curriculum department, Liaison Teams work within each of the three divisions to focus on a vision of excellence for the KSM student. These Liaison Teams work on building blocks and bringing the school together to review student learning outcomes and engaging students and families.

At the campus level, Ka'ipono works to oversee items that incorporate the entire campus. Representatives from all aspects of the Kamehameha Schools Maui community is pulled together to manage, support and maintain all components of the institution and its community. Potential vulnerabilities to the work on campus might include:

- System and program changes that impact student learning and outcome
- Understanding leadership direction with clear goals the school is working towards.
- Effective communication that brings about understanding.
- Campus leadership status and change from interim positions to permanent
- Changes in traditional programs

The work currently being done with each of these teams will be able to address concerns that may undermine the school's community. During the development of the Kamehameha Schools strategic plan, community meetings at all levels allowed for participation to mold the future of the institution and the development of innovative programs to enhance student growth and experience. These teams are created to allow for effective communication and input to occur that continually builds on a positive school climate.

9. Reflect on a time in the last six years when the climate of the school became significantly challenging. Describe the process used to identify and address the problems that arose.

During the last six years, KSM has engaged itself in work necessary to further develop itself as a Kula Hawai'i and K-12 institution. These changes included new leadership at both the campus level and senior leadership. The development of a new strategic plan (SP2020) and strategic vision (SV2040) required the campus leaders to work with leadership at the tri-campus level to move forward with a focus on student centered learning, higher standards, empowering teachers and improving the learning environment. The shift to [E Ola! Learner Outcomes](#) is still new, but the process to address these challenges are in place with faculty and leadership teams within each division and Ka'ipono or campus leadership team to drive the work necessary to meet the desired outcomes.

10. Cite concrete examples - a major event, achievement, crises, and or challenges - where the character of the school community clearly showed itself.

Kamehameha Schools Maui was challenged with an unplanned change in leadership due to the sudden passing of our beloved Po'o Kula, LeeAnn DeLima, in November 2015. Although, the sense of sorrow was overwhelming for our staff and students - the flow of learning and burden of leadership was quickly filled by countless hands and hearts ready to continue the work of Pauahi's Legacy. At her services, held on campus, there were endless lines, tears, laughter. She inspired her students, her teaching faculty and staff. As a staff, we were touched by her thoughtful planning of her words that she left to share after her passing. Inspired and driven to see her visions brought to reality, the entire staff worked collaboratively to deliver over 1,100

acts of kindness and coordinated a campus-wide chapel service and lū'au to celebrate Kamehameha Schools Maui twentieth anniversary in May 2016.

11. Take 10 pictures or five 30-second videos that richly convey the climate of the school. Please submit then with an explanation of how these particular samples were created and why they were chosen



Founders Day!

Represents KSM commitment to fulfill our mission to Pauahi that will improve the capability and well-being of Native Hawaiians.

High School Ka Moloka'i Makahiki Ceremony
Students travel to Moloka'i to exchange gifts of language and culture.



KSM National Signing Day

Represents KSM commitment to academic achievement and athletic excellence. This confirms our belief that higher education leads to higher achievement.

KSM Middle Makahiki Tug-of-War Competition



Hökūle‘a crew sharing their global experience of Mālama Honua with Middle School Students. Represents KSM’s commitment to culture-based education and the transmission of intergenerational knowledge to preserve and perpetuate our ancestral traditions.

Faculty gathered early in the morning to kōkua at Kapikohānaiāmālama. Lessons were given showing the parallels in ancient Hawaiian culture and modern teaching methods and techniques that can all be applied to today’s education. The faculty was led by Nio Kindla, Garden Educator who instructed them on how to care for the plants and assigned tasks to groups including cleaning and planting trees, fertilizing plants, and general care of the area. The Kapikohānaiāmālama area was beautified and the faculty have a deeper appreciation for ancient Hawaiian methods of caring for their garden and can pass this knowledge to the haumāna.





High School sharing STEM related projects with Elementary students represents KSM commitment to STEM initiatives to improve learner achievement and ensure quality learning environments for all youth.

Po'alima 'ula'ula sign waving to promote civic responsibility



Kamehameha Extension Education Represents KSM commitment to STEM initiatives to improve learner achievement and ensure quality learning environments for all youth. Kapikohānaiāmālama wins Hawai'i Farm-to-Table award

Kamehameha Schools sees Hawaiian culture-based education as vital to providing Native Hawaiian haumāna a world-class education at its campuses. A group of nine Kamehameha Schools Maui haumāna were selected to participate in the **first Papa Ho'okele program**, a collaboration between KS Maui and Hui Wa'a Kaulua, to help perpetuate Hawaiian wa'a building, wayfinding and voyaging.



Haumāna from KS Maui's Ola Nā Iwi make preparations for their presentation at the World Indigenous Peoples Conference on Education in Toronto.

Section III: Financial Sustainability



“I ‘auhe‘e o Ka‘uiki i ka wai ‘ole”

Without needed supplies, we cannot win

Chapter 8: Admissions & Enrollment



Photography by Toby Plunkett, class of 2017

Section III: Financial Sustainability

Chapter 8. Admissions and Enrollment

An admission process, when well-conceived, enables a school to attract new members to the student learning community whose talents and personal qualities will enhance the life of the school. The interactions of the admission staff and other school personnel with applicants and their families constitute some of the most direct and important marketing and public relations opportunities available to the school. A thoughtfully designed and effectively implemented admissions and enrollment process is important in conveying the essence of the school and ensuring its long-term sustainability.

Standard 8: The school has published, consistently applied admission and financial aid policies and procedures that demonstrate a commitment to access and diversity in accordance with the school’s mission. The admission process identifies students and families who are well matched to the school’s program and values. Admission practices are mission-driven and designed to support the financial sustainability of the school.

Indicators of meeting Standard 8: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The school is meeting its targets for enrollment.
2. Student attrition is low.
3. The school has clear, published criteria for the allocation of need-based financial aid (and for other forms of financial aid, if they exist.)
4. Applicant families are provided information that clearly defines the program, communicates the total costs of attending the school, and identifies the school’s expectations of students and families.
5. The school has explicit, published policies with respect to considering applicants who are (a) siblings of currently enrolled students, (b) children of alumni/ae, or (c) children of school employees.
6. Admission personnel are actively involved in marketing and public relations activities that promote the school and generate inquiries and applications.
7. The school has in place admission and financial aid policies and practices that are inviting and welcoming to the broadest possible range of applicant families suited to the mission of the school.
8. The school has published policies regarding diversity that are well understood and that serve as guiding factors in the admission and enrollment program of the school.

Baseline Requirements Checklist for Standard 8: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. Admission criteria and information are published and easily accessible to applicant families.
Yes No
2. School admission and financial aid policies and practices comply with the HAIS *Standards for Member Schools*.
Yes No

3. Admission policies and practices comply with all applicable federal, state and local non-discrimination statutes and regulations.
 Yes No SEE NOTE BELOW #4
4. The school has a published non-discrimination policy.
 Yes No

NOTE: In accordance with the will of Princess Bernice Pauahi Bishop and her desire to create educational opportunities in perpetuity for the well-being of her people, Kamehameha Schools gives admission preference to applicants of Hawaiian ancestry to the extent permitted by law.

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

- 1. Analyze and interpret the school’s dashboard data on admission, enrollment, and financial aid. What are the main findings and the chief implications for the school that emerge from examining the data?**

Admissions

Over the past six years, the number of completed applications that KS receives for its Maui K-12 campus has remained consistent at approximately 500 per year. With the number of available seats averaging 120 (reference dashboard), KS’ acceptance rate has averaged 24%. Tuition is kept very low and financial aid is available to all families in need.

With a growing Native Hawaiian population both in Hawai’i and on the continent, we expect the number of applications to steadily increase over the long term. However, in the near term, we expect the acceptance rate to remain at or near current levels.

Enrollment

At our Maui campus, enrollment has maintained at or near capacity of 1,068 students from grades K-12 for the past 6 years. As of now, there are no plans to expand capacity at our Maui Campus and we expect enrollment to remain at 100 percent of capacity for the foreseeable future. Attrition rates at our Maui Campus remain low ranging from 0.56% to 2.15% during school years 2011-12 through 2015-16. Although there may be attrition of students for various reasons, we are able to keep our enrollment at 100% of capacity from year to year by admitting new students up to the beginning of the next school year (or through the first semester of the current school year at the elementary and middle school).

Financial Aid

Changes in financial aid awards are closely tied to changes in tuition. There is no hard cap on the aggregate amount of financial aid KS awards to applicants and approximately 78% of our students receive financial assistance. Each family's need is calculated based on the expected family contribution (EFC) and financial aid is awarded to each family in the amount of their calculated need. Increases in tuition lead to increases in the gaps and financial aid awards. Increases in tuition also increase the number of families receiving financial aid. We expect financial aid to steadily increase with increases in tuition. Other factors that may impact financial aid are general economic conditions or changes in EFC calculations. KS is currently considering an increase in cost-of-living adjustment which will decrease the amount of income available for tuition, thereby, increasing tuition gaps and increase financial aid.

2. What data does the school collect and analyze with respect to such considerations as socioeconomic diversity, parental background, ethnic and racial diversity, and other factors relevant to the school's admission objectives and overall mission? Who analyzes the data, and what has been learned from that analysis?

Kamehameha's admissions policy is unique and tied directly to the Will of Bernice Pauahi Bishop. Pauahi's Will directs her trustees to "...devote a portion of each year's income to the support and education of orphans, and others in indigent circumstances, giving preference to Hawaiians of pure or part aboriginal blood ..." In his 1888 Founder's Day speech to students of Kamehameha School for Boys, Princess Pauahi's husband, Charles Reed Bishop, affirmed his wife's intent that Hawaiians would have the preference to attend the schools she established. KS trustees have upheld the Schools' admission policy that gives preference to applicants of Hawaiian ancestry to the extent permitted by law. Nonetheless, KSM serves a cross-section of students from our Hawaiian community. In addition to their Hawaiian ancestry, our students' cultural heritage is representative of every major ethnic group in the world.

Additionally, the gender ratio is targeted at 50% males and 50% females in each grade level. The most recent comprehensive demographic study of the Maui high school student body identified that 74% of students come from two-parent households. Additionally, 56% of parents have attended college, of which 31% attained a bachelor's degree or higher. Moreover, since the adoption of Admissions Policy 211(T) in 2003, more than 25% of our students K-12 are admitted under orphan and/or indigent status, and more than 75% of students receive full or partial financial aid, reflecting socio-economic diversity. The percent of students

K-12 receiving learning accommodations is 2.1%. Thirteen percent of our students in grades 6-12 are classified as non-academically “Gifted and Talented” in areas such as athletics, performing/visual arts, leadership or bilingual ability (KS’ definition of “Gifted & Talented” includes students with natural ability in one of five primary areas: athletics, performing arts, visual arts, leadership, or students who are bilingual. Students who are bilingual are typically fluent in Hawaiian.)

Finally, our admissions policy calls for the enrollment of students based on the statewide geographic representation of school-aged Hawaiians. Together, these criteria ensure that the student body of KS represents the Hawaiian population as a whole, and not just one segment (geographically, economically or academically) of the Hawaiian population.

3. Describe the policies and process by which all admission decisions are made. Who participates and at what level? Evaluate the effectiveness of this process.

Kamehameha Schools’ educational system operates with a centralized admissions division, with the main office located on Kapālama campus. The Admissions Division provides support to Kamehameha School’s three campuses, Campus Summer School Programs (non-KS students only), KS’ statewide preschool program, all KS summer enrichment programs, and the Kamehameha Scholars Program. Admissions policies and procedures are in alignment with the National Association of Independent Schools (NAIS) best practices for admissions and Hawai’i Association of Independent Schools (HAIS) principles and guidelines.

KS utilizes various means of marketing in the community to generate inquiries and applications. KS utilizes various media (i.e. television, print, radio, and social media) to ensure potential families are aware of our admissions deadlines. Admissions information is available on our website, which includes information regarding the admissions process, tuition, and a description of all the aforementioned programs. Admissions information is also available by mail via request made to our Admissions office as well as in person at our Admissions office.

Prospective applicants for the K-12 campus program must submit an application by the September 30 deadline. Those who meet the deadline are scheduled to take an age appropriate standardized assessment. Effective in the 2016-17 processing year (for admission to KSM in SY 2017-18), applicants to kindergarten will be administered the AABL (Admissions Assessment for Beginning Learners) while applicants to grades 6-12 will be administered the ISEE (Independent School Entrance Exam), both published by The Educational Records Bureau. Other documents,

such as report cards and teacher references, are also collected. Based on the strength of their test scores, a select number of kindergarten applicants participate in a classroom observation, while applicants to grades 6-9 complete a personal interview and an essay. Other requirements are included with the application materials and listed on the admissions webpage. Admissions staff use rubrics to complete objective baseline evaluations of applicants. Final evaluation and review committees comprised of faculty and administrators also participate significantly in the process by providing a comprehensive, subjective review and recommending students for admission. The KS admissions process seeks to identify children who show potential and are able to meet all academic, physical, cultural and religious activities and requirements that together comprise the fundamental nature of a Kamehameha schools education. The School admits children on the premise that they have the intent and ability to graduate from Kamehameha.

Students only compete for admission with children who live in the same geographic region. Maui Island is considered as one region for applicants to the Maui Campus. Kamehameha observes Geographic Regional Allocations to ensure equitable geographic distribution of spaces. Therefore, upon acceptance, parents must verify the home address listed on their child's application to confirm residency on the island of Maui.

As mentioned in #2 above, KS also admits a select number of students classified as non-academically "Gifted and Talented" in areas such as athletics, performing/visual arts, leadership or bilingual ability. Moreover, since the adoption of Policy 211(T) in 2003, more than 25% of our students in K-12 are admitted under orphan and/or indigent status. As directed by Pauahi's Will, Hawaiian orphans and children living in indigent circumstances do receive special consideration for admission, however, spaces in the program are limited and, like all other applicants, they must demonstrate their ability to be successful at Kamehameha.

The K-12 admissions process at Kamehameha Schools is detailed and well-documented, with a myriad of checks and balances to minimize errors at each step of the process. Rubrics are used to ensure consistent evaluation of applicants.

All staff involved in the admissions process annually complete a Conflict of Interest Disclosure form. In any given year, staff members with conflicts are expected to recuse themselves from the grade level admissions process for which they have a conflict. In addition, a Trustee-level Anti-Tampering policy helps to protect the integrity of the admissions process.

Finally, the Admissions Office undergoes an annual audit by Kamehameha's Internal Auditor. As a result, the objectivity and integrity of the admissions process at Kamehameha Schools is of the highest order and likely exceeds the thoroughness and rigor of admissions processes at other private schools nationwide.

Until recently, the admissions process utilized an outdated software program that did not allow the Admissions Office to incorporate the use of integrated web-based technology forcing the Admissions staff to do many tasks manually, hindering efficiency. A student administration system replacement project is currently underway and we expect that the new software will be upgraded by the 2017 admissions cycle (for SY 2018-19). The installation of the TADS software means it will not only provide KS with online admissions and financial aid application capability but will also integrate the admissions, financial aid, enrollment, and student billing process.

Considering the sheer volume of applications received each year, as a tri-campus centralized admissions division, the new system will help make the entire system more efficient.

A major sub-process unique to Kamehameha's admissions process is the indigent review process which aligns to procedures in Financial Aid. The purpose of this process is to better identify applicants for consideration in the special indigent category. Since the formal review process began in 2009-2010, an average of 130 KSM applicants each year request consideration in the admissions process as indigent applicants. The Financial Aid office also processes indigent applications for all three admissions offices.

KS Admissions also continues to improve the procedure for reviewing the applications of students requesting reasonable accommodations in accordance with the Americans with Disability Act (ADA). There are two primary parts to this procedure. The first is to identify, validate and accommodate requests for reasonable accommodations in the application/testing process. Should the applicant be offered admission, the second part of this procedure is to discern how best to service a student requiring accommodations in the K-12 campus program. This entails an interactive "discovery" process where the school determines to what extent the accommodation(s) requested can be met without "fundamentally altering the nature of the program." Details vary depending on the accommodation requested, but the process aligns with KS procedures and policy regarding ADA requests.

The expected outcomes from the ADA review for the Admissions Process are: 1) That all

students requiring reasonable accommodations are treated fairly and consistently during the admissions process in compliance with ADA regulations; 2) That the selection process does not consider disabilities when making the decision to admit a candidate; and 3) That there is a consistent system-wide interactive process to determine the ability of KS to reasonably accommodate the needs of the requesting student.

4. Describe the policies and process by which all financial aid decisions are made. Who participates and at what level? Evaluate the effectiveness of this process.

SM practices a need-blind admissions policy. All financial aid is funded by an unrestricted endowment and is centrally administered by the Financial Aid and Scholarship Services (FASS) division. Besides awarding financial aid to K-12 students, the division also awards scholarships for preschool, private non-KS schools, and post-high programs. All financial aid is need-based. The new TADS software will determine estimated family contribution (EFC) amounts. Parents may qualify for core awards that cover tuition, fees and meals. Auxiliary awards that include bus transportation may be granted based on financial need and/or housing situations such as Ward of the Court, state assistance via AFDC, etc. Financial aid is awarded at 100% of the determined need (less a minimum family contribution of \$100 per student) if the financial aid application is received by September 30th of the current school year.

5. Describe and evaluate the financial aid program in terms of adequacy of funding, long-term sustainability, and how effectively it reflects the school's values and meets near- and long-term goals.

The institution's Finance Group manages the endowment in accordance with best practices for mission-based endowments of comparable structure and market value. Staff manages an Endowment Fund comprised of Hawai'i Real Estate and other financial assets. Financial assets that include money market funds, marketable securities, fixed income, private equity, hedge funds and real assets are managed by external professional managers in a fund of funds format. The financial aid is adequately funded and sustainable over the long-term.

The long-term investment objective of the Endowment Fund is to earn an average annual net real total return of 5.0 percent. KS targets a long-term average annual spending rate of 4.0 percent to serve the perpetual nature of its mission. The actual spend rate is expected to vary annually around the 4.0 percent target, depending on program needs and changes in the Endowment Fund's average market value. KS executives and KS trustees make every effort to ensure that the spend rate falls within a range of 2.5 to 6 percent of the average fair market

value of the prior twenty quarters. In 2015-16, total trust spend for the entire KS organization totaled \$342 million. KSM's total trust spend comprised of 7% (\$24 million) of the total trust spend for the entire KS organization.

6. If international students constitute a significant percentage of the enrollment, describe and evaluate the process by which they are evaluated and admitted, brought into the school, and acclimated to a new culture.

Not applicable – KSM does not admit any international students.

7. What are the most challenging issues in admissions and enrollment, and what is being considered—or done—to address them?

As previously noted, the greatest concern was outdated technology. The database program being used was 20 years old and did not allow for the incorporation of integrated web-based technology. This forced Admissions staff to do many tasks manually, which affected efficiency. The TADS student administration system replacement project has been upgraded and implemented in the 2017 admissions cycle.

Chapter 9: Finance



Artwork by William Thompson, class of 2020

Section III: Financial Sustainability

Chapter 9. Finance

The strategic management of school finances is essential to providing a high quality educational program and to ensuring the long-term fiscal health and sustainability of the institution. Effective financial management depends on the right combination of professional expertise, well-trained personnel, appropriate policies, internal controls, complete and accurate records, compliance with IRS and other regulations, and a strong sense of fiduciary responsibility on the part of administration and the Board.

Standard 9: The school has an operating budget sufficient to carry out the school’s mission with designated sources of funds to support the school program, plant, operations, and personnel. The school’s finances ensure the long-term sustainability of the institution, and they are regularly reviewed by the Board of Trustees, well managed by a qualified staff, appropriately documented, and compliant with all applicable regulatory and legal financial requirements.

Indicators of meeting Standard 9: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The school is in general compliance with Financial Accounting Standards Board (FASB) (<http://www.fasb.org/home>).
2. The school has written comprehensive financial policies, including those that address risk management issues. The school has budget policies and practices that are consistent and well documented, and it has a documented annual operating budget, formally adopted by the Board.
3. The school has personnel specifically trained in finance, accounting, and non-profit business operations.
4. The school has regular audits or reviews in compliance with HAIS policies.
5. The school has a philosophy and practice of compensation that is effective in attracting and retaining qualified personnel.
6. Tuition, fundraising, and other revenues are sufficient to cover annual operating expenses.
7. The school has a documented, multi-year financial strategy.
8. The school has a policy and practice of building financial reserves for long-term facilities needs and unforeseen financial emergencies.

Baseline Requirements Checklist for Standard 9: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The school has an annual audit or review, and an audit in the fiscal year that ends immediately before the year during which the school is to be visited by an accreditation team. Copies of all audits, reviews, and IRS Form 990s are kept on file at the school.

Yes No NOTE: Annual audits and IRS Form 990s are prepared on a consolidated basis for the entire Kamehameha Schools organization. Copies are kept at the Controller's Division at Kawaiaha’o Plaza.

2. The school’s financial policies and practices comply with all applicable state and federal laws

and regulations.

Yes No

3. Within the school's business operations there is a clear segregation of responsibilities that is understood and consistently followed.

Yes No

4. Financial records, whether digital or paper, are secured against fire or other potential loss.

Yes No

5. The school has written policies for the management and oversight of investments.

Yes No

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

1. Analyze and interpret the school's dashboard data that pertains to finance. What are the main findings and the chief implications for the school that emerge from examining the data?

Kamehameha Schools (KS), unlike other independent schools, is funded by a large trust and operates largely independent of revenue. KS has not increased tuition and fees at a consistent rate as current economic conditions and the population served weighs heavily on any decision to increase revenue. The largest increase in 14-15 was due to allocating a percentage of the 1:1 iPad/laptop program expenses to families.

Although the rate of actual expenses declined in 13-14 and 14-15, it should be noted that the annual budget has consistently increased about 3-4% to support the needs of the school.

Administrative changes and development of a new strategic plan resulted in delay/redirection of spending initiatives to ensure alignment and thoughtful use of resources.

2. What other financial data, including comparative data from other schools, has the school identified as useful in its financial management? Who analyzes the data, and what has been learned from that analysis?

As a member of the National Association of Independent Schools (NAIS) and Hawaii Association of Independent Schools (HAIS), KS is able to analyze cost data from similar schools. KS has a centralized Financial Planning and Analysis Department (FP&A) that identifies a "cost per learner" that shows we are within 5% of other peer schools when accounting for costs other schools do not pay for include daily transportation, books, etc. Tuition data is also analyzed and adjusted based on comparative data from other schools while taking into account our unique population with high financial need. As a result, tuition has not increased at a steady rate and is not comparable to other independent schools.

3. Describe the process for the preparation of the annual operating budget. To what extent does the operating budget reflect the school's mission, policies, values, and strategic priorities? What tensions, if any, does the school experience in constructing the budget?

The budget process begins with a review of the Endowment Fund value and a five year forecast by the FP&A. On average, a 4% spend is targeted for operational and capital spending to withstand endowment fluctuations. FP&A provides each Educational program at KS a target that takes into account salary increases and inflation (i.e. assumptions for % increases in salaries and inflation). Programs build their budget at the school level with the Fiscal Administrator and Head of School based on the resources needed to achieve their outcomes defined in their annual plans which support KS mission, policies, values, and strategic priorities. Requests for additional funds must be aligned to the Division's strategic goals/tactical plans. The budget is then submitted to EVP of Education, the executive leadership team, and finally, Trustees.

Tension can exist during the budget process when a clear understanding of the process, long-term planning and agreement on priorities are lacking. To address these issues, beginning in school year 2016-2017, SP2020 and tactical plans are providing the framework for budgeting and long-term planning.

4. Describe and evaluate the types of insurance and coverage limits that the school now carries. In looking to the future, what changes may be necessary?

Our insurance program includes a range of policies that cover relevant insurable risks and exposures in amounts that are comparable to or exceed industry benchmarks. Our enterprise risk management program evaluates our insurance program's effectiveness and continues to make improvements that reduce overall cost without compromising exposure of risk that could negatively impact our financial condition and mission. Over the past five years, we have not had to file any substantial claim for any of our lines of insurance. We also expanded coverage for risks that some carriers have stopped providing coverage for (e.g. sexual misconduct, traumatic brain injury, etc.). With SP2020 goals, strategies and initiatives, we are working to expand coverage for such things as drone use and foreign travel and accident insurance.

5. Who reviews and evaluates the school's financial, investment, and endowment spending policies, and how often does this occur?

The school's financial investment, and endowment spending policies are the responsibility of the EVP of Finance. Each are reviewed at least every five (5) years by finance staff. Outside consultants (Cambridge & Associates) are also brought in to opine and results are shared with Trustees. Any changes to these policies require Trustee approval. Internal Audit also performs periodic audits around these policies.

6. Assess the effectiveness of the school's financial management policies and procedures, including the use of technology and staffing levels in the business office. What is being done to correct inadequacies, if any exist?

KS continuously evaluates policies and procedures, systems and staffing against industry standards and highlights its importance in SP2020 Goal 4 High-Performing Native Hawaiian Organization. In addition, KS Internal Audit also conducts periodic audits to identify inadequacies. If inadequacies are identified, they are addressed by the applicable areas in the organization. For example, the current GL system (PeopleSoft) included changes to procurement procedures that reduced signing redundancy and automated approvals. The current budget software (Axiom) included labor planning in the first year and added a forecasting module.

7. How is the segregation of duties and responsibilities of Business Office personnel supervised and ensured?

Payroll, purchasing, accounting and student billing operations are centralized within the Controller Division located off-campus at KS business offices at Kawaiaha'o Plaza. Due to the centralization of core accounting functions, those initiating purchasing are separate from those involved with receiving or disbursement of payments. All of these functions report to the EVP for Finance and, more specifically, the Controller's Division. The Controller's Division ensures adequate segregation of duties. In addition, KS undergoes an annual external audit which evaluates internal controls as part of the risk assessment process of the audit.

Cash controls over student activities at KSM also provide for adequate segregation of duties. The deposit and check writing functions, check signing, and bank reconciliation functions are segregated between the Fiscal Administrator, Director of Operations, and Student Activities Accountant at KS Kapālama.

8. How does the school ensure transparency in its financial operations, and how are

school constituencies made aware of and educated about the financial condition of the school?

KS undergoes an annual audit as an organization and files its Form 990 on an annual basis. KS also has an Internal Audit department that performs operational and compliance audits to ensure compliance with policies and procedures.

9. What is the school's overall assessment of its financial condition, what are its greatest financial challenges, and what plans are in place to ensure the school's future sustainability?

KS is fortunate to have a sizable endowment to fund financial aid and operating expenses, with some tuition revenue from those families who do not seek or qualify for financial aid or who receive only partial financial aid. To ensure future sustainability, KS keeps trust spending within prescribed limits and is developing an Office of Advancement.

The greatest financial challenges exist in achieving the goals set before us in our Strategic Vision 2040 and our Strategic Plan 2020 (5-year Strategic Plan). The desired outcomes specified in these plans will call for increased financial resources as well as for strategic partnerships within our community. The challenge is to create additional revenue sources to further expand our reach beyond our campus and programs for all Native Hawaiian children to achieve the strategic vision of our organization.

Chapter 10: Advancement



Artwork by Gabrielle Alo, class of 2017

Section III: Financial Sustainability

Chapter 10. Advancement

A school's advancement program—which coordinates initiatives in fundraising, marketing, communications, and constituency relations—is essential to institutional success. Given that most schools have a significant reliance on their development efforts to help close the gap between tuition and the actual cost per student, the leadership and philanthropic capacity of the Board of Trustees play a key role in advancing the institution toward the achievement of its strategic goals, which typically require expanded funding for people, program, and plant. The advancement staff and the Head of School must also contribute crucial expertise if a school is to move forward, particularly as they position the school to improve its public relations and to secure transformational gifts.

Standard 10: Consistent with its mission and proportional to its needs and resources, the school engages in fundraising, marketing, communications, constituency support, and community relations to attain its goals and ensure its future viability.

Indicators of meeting Standard 10: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The school has a comprehensive plan and set of strategies for its fundraising initiatives, ensuring the coordination of planning and implementation efforts to maximize support for institutional needs.
2. There are school personnel with appropriate training, developed skills, and specific responsibilities for institutional fundraising activities.
3. The school has a well planned and executed annual fund program, which draws upon Board leadership, volunteer dedication, and staff expertise to ensure high constituency participation levels and meaningful funding totals.
4. The school has a robust major gifts program, which has led to the successful identification and cultivation of donors who have the capacity to make lead gifts to the institution.
5. The school is able to raise significant amounts of money for capital and endowment campaigns.
6. A planned giving program is established, and the school has secured commitments from donors who have identified the school as a future beneficiary of their estates.
7. The school maintains positive relationships with and garners support from key constituencies, including trustees, current parents, alumni/ae, alumni/ae parents, grandparents, foundations, corporations, and friends.
8. The Advancement Office takes the lead in connecting the school with the broader community, with a particular emphasis on communications and marketing, supported by effective work with the school's website, its publications, and social media.
9. The Advancement Office and Business Office work collegially and systematically on recording gift records and restrictions.

Baseline Requirements Checklist for Standard 10: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The school consistently and accurately documents all gifts to the school and monitors the designated use of restricted contributions to operations and endowment.

Yes ✓

No

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

- 1. Analyze and interpret the school's dashboard data that pertains to fundraising. What are the main findings and the chief implications for the school that emerge from examining the data?**

Kamehameha Schools (KS) is the sole beneficiary of a multi-billion dollar trust. Kamehameha Schools Maui (KSM) along with two other campuses and numerous programs has not fundraised to sustain operating cost nor to build and maintain facilities.

However, KS acknowledges that in order to expand its reach, it must increase its resources (as stated in the five-year strategic plan). In 2016, the integration of the [Pauahi Foundation \(PF\)](#) into the KS organizational structure lay the groundwork for establishing an Advancement Office. As PF transforms, it continues to conduct workplace giving campaigns and fundraising to support scholarships, charter and immersion schools, literacy programs and land stewardship. The dashboard data shows the beginning of increasing funds and the move toward expanding and increasing engagement, donations, and participation of alumni, faculty, staff and organizations. In 2017, a Director of Advancement was hired.

- 2. How does the school evaluate and, if necessary, change the "culture of giving" among trustees, current parents, alumni/ae, alumni/ae parents, and employees of the school?**

The responsibility to annually evaluate and implement effective philanthropic programs rests with PF and extends to the Foundation's Board of Directors, as well as the CEO, trustees and leadership team of KS. Each year, PF sets goals for participation by constituent group and funds raised based on increases over the previous year to ensure a realistic growth rate.

As part of the ongoing effort to build an Advancement Office, KS is actively developing an action plan to create a culture of giving among trustees, current parents, alumni/ae, and staff. This plan will address institutional engagement expectations for the CEO and other senior leaders to

engage in fundraising, outline fundraising responsibilities and priorities, and provide capacity building (training) for KS leaders and the Board of Trustees concerning involvement in fundraising to make them effective and comfortable fundraising partners.

3. Identify the roles that the administration, faculty, and trustees see themselves as having in the cultivation of potential support for the school. What education and support are provided to each group to ensure their engagement and effectiveness in these roles? Are any changes necessary?

Presently, administration, faculty, and trustees of the school have had a limited role in cultivating donors. However, as part of the ongoing effort to build an Advancement Office, KS is developing a plan to change expectations and equip personnel with the skills needed to serve as Advancement Officers who will have an active role in identifying, cultivating and stewarding potential support. In 2016 the Advancement Office began staff training with the objective to reiterate the overall goal of decreased dependency on funding through our endowments and increasing focus on partnerships.

4. Assess the ways in which the school maintains contact and builds relationships with alumni/ae, engages them with regard to the advancement objectives of the school, and cultivates them as potential future donors.

In support of the school's advancement objectives, KS and PF maintain regularly scheduled contact with alumni through informative emails, direct mail, websites (www.ksbe.edu and www.pauahi.org), and social media platforms (Facebook, Twitter, Instagram). PF organizes annual engagement opportunities for graduates through educational, social, and cultural programs that reach, connect and engage the KS alumni. Last year, PF hosted over 770 alumni at 24 alumni events in Hawai'i and on the continent with the support of the Kamehameha Schools Alumni Association's 14 regions.

KS and PF continue to build relationships and engage alumni through activities like Alumni Week, Ho'olaule'a, Song Contest, Homecoming, and Founder's Day. In addition, PF connects with smaller groups of alumni at class reunion events, and volunteer opportunities like advisory boards, class representatives' meetings, Launa 'Ike Mentorship Program, and participation on scholarship review committees. Alumni also receive personalized solicitation appeals, a quarterly alumni digital magazine, annual report publications, monthly PF e-newsletters and invitations to ongoing activities by region. All alumni are invited and encouraged to join in and make a donation, especially in support of their 5-year reunion celebration activities and KS has

seen an increase in participation during those years. This year, campus based reunion activities will be hosted at both Maui and Hawai'i Island campuses in addition to Kapālama.

PF is focused on maintaining and strengthening relationships through personalized stewardship plans. As part of its planning process, PF will assess the current methods of building relationships with alumni to determine their effectiveness and develop a plan to expand alumni relationships.

As part of the ongoing effort to build an Advancement Office, the KS Communications team will be engaged in assisting with communications/appeals relating to Advancement, involving parents, alumni, and other key stakeholders.

5. Assess the Board's effectiveness in leading the school's fundraising efforts through their own contributions of major and other gifts and through their involvement in the cultivation and solicitation of other donors.

KS Board of Trustees, CEO Team and the KAPF Board members have a 100% participation rate with regards to contributions for fiscal year 2014-2015. As a part of the ongoing effort to build an Advancement Office, KS will develop plans to establish an effective volunteer organization (e.g., an Advisory Committee) whose sole purpose may include establishing and expanding external philanthropic relationships and securing private resources for the organization.

6. What steps has the school taken to identify, research, cultivate, and solicit donors with the capacity to make gifts of such magnitude that the school's plans, facilities, programs, financial aid resources, or endowment could be transformed?

Currently, PF has invested in resources to help identify, research, cultivate and solicit donors. This includes the hiring of a development manager, alumni relations director and database specialist. These positions are responsible for establishing and managing an annual giving plan with fundraising and friend-raising elements.

KS recognizes that this is an area for improvement and will further develop the team. Creating a variety of engaging activities to help build our volunteer base and donor pipeline while strengthening partnerships with KS' alumni, faculty, staff, students, parents and like-minded organizations, has helped to increase PF presence and awareness. Activities like the Mahi'ai Match-Up Agricultural Business Plan Contest Gala, Order of Pauahi Gala, and Pauahi Golf

Series at Nanea have engaged the community at-large. Annual staff giving campaigns include Service Awards and Workplace Giving. PF engages alumni annually through direct mail appeals for the school's Founder's Day, and PF's Reunion Challenge.

As for resources, PF utilizes Blackbaud's Raiser's Edge donor database for tracking gifts and donor stewardship, and event success. In addition, PF has acquired Wealth Engine, proprietary prospect research software, to better understand giving capacity, and the planned giving software Crescendo Interactive to aid in growing our donor group.

As part of the development of the KS Advancement Office, KS is developing a plan to identify/assess systems, processes, policies, and procedures needed to research and manage prospects, donors, and volunteers; track, acknowledge, and report gifts; and maintain relationships with alumni, parents, and supporters.

7. Describe and analyze the scope and effectiveness of the school's marketing and communications efforts. What conclusions can be drawn and what do these conclusions suggest should be the school's future priorities in this area?

Currently, the Pauahi Foundation has a full time communications specialist who works with department managers to determine communication support for its scholarship focus, while KS has a Communications group that provides a variety of functions but has not had an Advancement focus.

As part of the development of the KS Advancement Office, KS is developing a plan to pivot the KS Communications group to have an Advancement focus.

8. Describe and evaluate the school's community relations activities with respect to such entities as other schools, neighborhood associations, and governmental officials (e.g., planning commissioners, city council members, city staff, etc.)

One of our Strategic Plan 2015-2020 goals is to build a Network of Native Hawaiian Schools to expand the outreach of the organization beyond the physical campus. KS is partnering with other schools in the community to expand the reach of our programs into the community. The community at large has always been included in previous year 2000 and current year 2020 strategic planning discussions to help address needs, goals and measurable outcomes. With the strong dependency on our endowment and market uncertainty, KS recognizes that it is not

able to make change happen alone. It will take many partnerships to create collective impact and drive regional delivery to help uplift the Hawaiian community.

9. Based on the responses to the questions above, what would the school identify as the two or three biggest issues that it currently faces with respect to advancement?

As KS transitions and develops an Advancement Office to build upon the work of the Pauahi Foundation, a few of the challenges include:

- Strategies for communicating philanthropic need in light of KS' large endowment.
- Development of strategies targeted to top prospects and high-net-worth individuals.
- Best practices for broadening engagement with alumni, strengthening existing alumni ties, and reaching for higher-level contributions from alumni.

Section IV: Operations



“Mā’ewa’ewa i ka hale kuleana ‘ole”

Pitiful is the lot of one who dwells with those who do not care

Chapter 11: Human Resources



Artwork by Kamauiliola Kana, class of 2017

Section IV: Operations

Chapter 11. Human Resources

The school's faculty, administrators, and support staff all play essential roles in the school's ongoing efforts to offer an engaging learning environment for the students. Independent schools pride themselves on the adults they employ, seeing all as important teachers, mentors, and role models for students. Sustainable schools have in place policies and procedures to maintain work environments that simultaneously meet or exceed legal mandates, make employees feel recognized and valued, inspire employees with respectful and meaningful performance feedback, provide opportunities for input during the school's deliberations, and offer ongoing professional development options. Schools that are dedicated to creating and sustaining such environments optimize the potential for their students and community members.

Standard 11: The school maintains positive working conditions, fair and consistent personnel policies - including hiring and evaluation practices - and appropriate compensation. A collaborative culture with open communication is fostered to create an optimal environment for the community of the school.

Indicators of meeting Standard 11: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The school has an effective employee **organizational structure** for achieving the school's mission, carrying out school policy, and conducting the program of the school.
2. The school has a published **employee handbook** or personnel policies manual that is provided to all employees.
3. Salaries and benefits are sufficiently competitive with local region peer independent schools to attract and retain qualified personnel.
4. Employee benefits are understood by employees and meet all legal requirements and regulations.
5. There is a sufficient **number of administrators, faculty, and staff** to carry out the program of the school, to ensure the supervision, safety, and health of the students, and to maintain financial sustainability.
6. The school ensures that all faculty and staff assignments are appropriate in terms of their education, training, and experience.
7. There are structured opportunities for faculty and staff to be appropriately involved in institutional planning and decision making.
8. There is an understood process for employees to express work-related concerns to their supervisor or other appropriate school personnel.
9. There are regularly accessible and funded opportunities for the continuing **professional education** of employees.
10. Decisions affecting the faculty and staff are consistent with the school's own employee handbook and written personnel policies.
11. The school's **recruitment and employment policies and practices** are consistent with all applicable labor laws and regulations, and they comply with the H AIS Standards for Member Schools.
12. Supportive, professional working conditions and clear, transparent decision-making and communications contribute to positive employee morale.
13. Administration, faculty, and staff derive a strong sense of self-efficacy and satisfaction from their work in the school.

Baseline Requirements Checklist for Standard 11: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The school maintains an [organizational chart](#) or some other written document that clearly delineates reporting relationships at the school.
Yes No
2. The school has [written job descriptions](#) that clearly delineate the responsibilities for each position.
Yes No
3. Fully consistent with the HAIS Standards for Member Schools, the school has appropriate [guidelines to assure non-discrimination in hiring](#), and it publishes its [non-discrimination policy](#).
Yes No
4. The school undertakes and documents a process of [performance evaluation](#) of all employees.
Yes No
5. The school complies with applicable local, state, and federal labor laws and regulations.
Yes No
6. [Personnel records](#) for all employees are securely maintained.
Yes No

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

- 1. Analyze and interpret the school’s dashboard data that pertains to personnel. What are the main findings, and what conclusions does the school draw about its personnel practices, compensation program, and staffing structure? What are the chief implications for the school that emerge from examining the data?**

An analysis of the dashboard data that pertain to personnel shows that the staff headcount has remained the same for the last five years with an average of 224 total staff servicing 1,068 students, a 1:5 student to staff ratio. Instructional staff represent 47% of the total staff at KSM. Operations support is 32%, administration is 16% and student support services is 5%.

The faculty is well-qualified and experienced. Of the full-time faculty, 70% have an advanced degree, and 31 are national board certified. For all instructional staff, 42% have eleven or more years’ experience and another 38% have twenty or more years’ experience. Staff turnover

remains low, between 4% to 8% within a four year period, and is significantly less than the overall Hawai'i turnover rate of 15.1% to 17.1% and the Hawai'i education industry turnover rate of 8.5% to 18.2%. Over 50% of the instructional staff have been with KS 11 or more years.

Within the 2015-16 school year, recruitment for KSM shifted to a centralized model within the Human Resources division. The shift means that several recruiters located off-island manage Maui and other KS groups' recruitment needs. Data for this period indicated that KSM posted 82 requisitions recruiting for 141 vacant positions. The majority of the vacancies posted (62%) were for temporary positions such as substitute teacher or athletic coach. KSM experienced a 91% acceptance rate and the average time of acceptance is sixty-two days and the average time to start is ninety-three days.

In January 2017, KS issued new policies and procedures which are available on the intranet. A year long organizational effort resulted in the overhaul of the system wide policy and procedures and the results are cleaner, simpler, and easier to read and follow. Within these policies, the revamped [Code of Conduct](#) covers everything from workplace safety to social media and integrates Kamehameha's Christian and Hawaiian values with its policies and procedures to enable and accelerate Vision 2040. The charge for KSM employees is to live by these KS values to help move the organization forward through all the change and transformation required to serve a generation on the rise.

KS' compensation and benefits programs are designed to attract, develop and retain a well-qualified, engaged workforce with the desired knowledge, skills and abilities to achieve the organization's mission, vision and values. In school year 2016-17, KSM teacher median pay was \$77,427 with the highest paid teacher earning \$104,093 and the lowest paid teacher earning \$48,982. In comparison, the average median teacher pay from a comparison group of 318 independent schools (locally and nationally) is \$64,789 with a range of \$42,426 to \$100,829. Teacher compensation is deemed competitive.

Compliance reporting and the investigation process has changed significantly since the last accreditation. Work related concerns may be shared with one's direct supervisor, other managers, human resources, compliance, internal audit or anonymously through a third party, EthicsPoint reporting system. The investigation process connected with these compliance cases have been lengthy and time consuming for supervisors and witnesses as the KS team

strives to get it right for all involved. A quicker resolution to compliance cases may reduce the level of frustration and insecurity that employees may feel in these situations. Nonetheless, KSM leaders are committed to a workplace that combines our policies and values to guide long term success.

The primary implication that emerges from examining the dashboard data is that KSM has an experienced, committed, and resilient staff who stand ready to help propel a generation on the rise. Their experience and ability to lead from the heart will translate to student centered, mission focused change that engages haumāna and their 'ohana in a culturally rich, personalized educational journey.

A secondary implication is that the organization's policy and procedure simplification project provides the right foundational framework to support the necessary school transformation needs. The challenge will be the implementation of new norms in an environment of uncertainty.

The third and final implication centers around the need for transparency and improvement with compensation and recruitment practices. Transparency and authenticity builds a trusting relationship in which people are more likely to bring their full creativity, commitment, and motivation to work to meet desired learner outcomes.

2. Since the last accreditation team visit, what new needs have come into focus, and what changes have occurred to the school's personnel organizational structure? What factors have led to these changes? What impact have these changes had on the school?

The course to develop a new strategic plan for KS began in 2013, shortly after the last accreditation team visit and is the main driver for new needs. The outcome of this process is SP2020, a five-year strategic plan that will guide Kamehameha Schools from 2015 to 2020. During each of these years, leadership identifies and shares ten actions as the organization's annual top priorities. The ten actions were created to mobilize the organization around a common set of priorities and provide organizational direction toward SP2020 goals. The goals and action items have resulted in significant change with organizational structures and support. The [ten actions for 2015-16](#) and [ten actions for 2016-17](#) have resulted in the education group creating an ed group tactical plan and the KSM team creating the [KS Maui 17-18 Tactical Plan](#). Discussions are ongoing to create the right staffing structure to support these actions and plans.

A reorganization study may need to be undertaken with the new Ke Po‘o Kula to assess and determine the best approach and support systems to meet SP2020 milestones and student learning outcomes.

There have been many changes to the school’s personnel and organizational structure over the last five years. After the death of Ke Po‘o Kula Lee Ann DeLima, the school operated with interim leaders for two years during a period of significant change and transformation for the organization. The SP2020 movement drove organizational structure changes with groups that service and support KSM such as Mālama Ola, Ho‘olaukoa, Student Safety, Human Resources, Admissions, and the Regional office.

A new HR service model was implemented two years ago to centralize most transactional functions to O‘ahu and create an HR Consulting division. The centralized transactional functions was meant to improve and ensure process efficiency, standardization, and additional value, yet it has required employees and managers to work with multiple off-island HR staff navigating through a web of voicemail and electronic communication. The recruiters are located on O‘ahu and Kona. The new hire orientation and processing of new staff are managed by off-island HR staff. If an employee has a question about benefits or compensation, then they must contact two different departments. School administrators and operations managers remain concerned about the additional work they have absorbed due to the new HR service model, which was established to support the organization’s SP2020 journey.

The Athletic Department would shifted from serving grades 9-12 to servicing all athletes K-12 to align with the overall KSM K-12 strategy. The department added an Associate Athletic Director to help with the service expansion and partnered with the Athletic Counselor to provide targeted support to student athletes with post high aspirations. These changes allowed for the repurposing of a middle school administrator position to a K-8 Student Activities Coordinator (SAC). Elementary has also repurposed positions. Three after-school educational assistants were reassigned to serve students during the regular school day with direct educational support. A speech therapist position was repurposed to a second Resource teacher, however teachers have advocated for the return of on-campus speech therapy services. The Librarian position at elementary shifted to a Learning Innovation Specialist and middle school will follow next school year. Elementary added a second science teacher, a third resource teacher, and another

counselor to the 2017-18 school year. These changes will have future impact on student well-being and increased family engagement.

Two full time staff were hired in 2016 to launch Hālau 'O Kapikohānaiāmālama, a new summer and intersession space. At the end of the three year launch period, KSM will provide a K-12 summer program servicing approximately 1,100 students. The summer venue will also provide strong Hawaiian culture based education professional development and allow for kumu to innovate and prototype their ideas. The impact of this program will be better understood in three to five years.

The Ke Po'o Kula group added three instructional observer positions in the Curriculum department, supporting teacher growth, after piloting the positions for several years. Due to current vacancies in this area, the recruitment and/or repurposing of these positions are under review. In 2014, KSH and KSK added a Ka Hope Ke Po'o Kula (Assistant Head of School) to their leadership structure and the KSM Ke Po'o Kula was asked to review and decide on the desired KSM structure moving forward, but since KSM had two positions that neither KSK or KSH had at that time (K-12 Curriculum Director and the Director of Campus Strategic Initiatives), he elected to maintain these two roles and utilize their diverse skill sets to best service the kula. The K-12 Curriculum Director became the campus representative at all tri-campus Hope Ke Po'o Kula meetings managing curriculum, student assessment, professional development needs and providing support with the campus tactical plan. The Director of Campus Strategic Initiatives led multi-year system wide projects such as Ka Pi'ina, Boarding Review Project for KSH and KSM, the campus website remake and social media presence, the Hi'ikua helpline, and startup support for new campus initiatives such as summer school. At the campus level, both positions continue to manage and oversee campus specific kuleana. Both positions have allowed KSM the flexibility and resources to innovate and pilot multiple initiatives that have had positive student, staff and operational impact.

3. What are the benefits policies that are in place to attract, retain, develop, and support employees (e.g. sick leave, sabbaticals, innovation grants, etc.)? Assess the effectiveness of current policies in meeting the objectives of the school in this area?

At KSM there are a multitude of benefits that effectively attract, retain, develop and support employees. These benefits help maintain a high quality workforce. Benefit details can be found within the highlight documents for [KS Benefits](#).

KSM staff have requested for a sick leave sharing program for the past twenty-two years to support employees during times of need and this remains unresolved.

A benefits self-study was conducted in 2016 and revealed that KS' medical and dental benefits are relatively standard with no significant difference in plan types, co-pay/co-insurance amounts or deductibles. Variation is found in employee share of premiums and amount provided to employees who waive medical coverage. KS has a more generous medical waiver dollar value than competitor organizations. KS' 4% defined contribution plan employer contribution and a 6% match is competitive with other Hawaii private schools (NAIS 15-16 median contribution is 5%). KS' paid vacation and sick leave program is similar to what other employers offer. Life and disability insurance, flexible spending accounts and voluntary benefits are standard and offered by almost all employers. Additionally, KS has an in-house wellness program. Main sources of benefit information comes from participation in the Hawai'i Employer's Council surveys on Employee Benefit Plans and their Defined Benefit and Defined Contribution Plans.

KSM investments towards professional development have been generous. Staff have many opportunities to attend national and state conferences. Professional Development (PD) is a significant KS benefit funded through various operational budgets and endowments. The [KSM PD spend matrix](#) shows the five year trend. The NAIS 15-16 median employee PD expenses per student for a day school is \$130 and KSM ranges between \$141 to \$213. With additional PD funds from other KS resources such as IT, Ho'olaukoa, and the PARENT Fund, the PD expense per student for KSM is in the \$400 to \$500+ range, well above other independent schools.

While there have been significant PD investments throughout KSM, a key missing component is a rigorous process to develop leaders preparing them to take on additional challenges through a succession planning process. Currently leadership experience is gained through participation on tri-campus work groups, by moving into curriculum work, or participation on the campus liaison and leadership teams. An opportunity exists to ready next level leaders to serve in the world class Hawaiian culture-based education system.

This comprehensive offering of employee benefits is and has been a critical and effective tool in the retention of employees. The value of the school's current and prospective workforce remains an integral part of achieving the SP2020 educational and organizational goals. To

attract a deeper pool of qualified candidates within the prospective workforce, KS could benefit from selling the overall KSM employee experience (e.g. benefits, pd investments, etc.) through social media and other communication mediums.

4. How does the school assess its effectiveness in identifying and hiring qualified candidates from diverse backgrounds? What are the findings from this assessment, and what changes, if any, does the school want to implement in this area in the future?

The selection process effectively attracts and hires qualified candidates to support the overall organizational mission of improving the capability and well-being of Hawaiians through education. Candidates are hired based on a combination of skills, experience, and alignment with the school's mission and values. Because of Hawai'i's multicultural demographic, KSM is able to attract diversified candidates to contribute towards our organizational mission.

With respect to gender, KSM data for the 2016-2017 school year reports the gender mix as 49% male and 51% female. Assessment of diversity is based solely on self-reported data during the selection process in the areas of gender and race/ethnic background. The self-reported data on race or ethnic background of employees for the 2016-2017 school year reflects Native Hawaiian/Pacific Islander (52%), Asian (27%), White (11%), Two or more races (6%), Hispanic or Latino (6%), American Indian/Alaskan Native (<1%), Black/African American (0%), and Unknown/Prefer Not to Answer (0%).

E Ola! Learner Outcomes influence all areas of our organization. To support the implementation of this tactical plan, it is recommended that KSM add this component to recruiting new staff already versed in said expertise and develop current staff with the skill sets that will cultivate, nurture, perpetuate, honor, and engage in the cultural principles of Hawaiian identity.

5. How effective is the current employee performance evaluation process working in promoting positive change and growth? Is there anything in this area that would benefit from review and possible change?

The current employee performance evaluation has had limited success and has not fully reached its potential of promoting positive change and growth. Current performance evaluation forms for various groups are listed below:

1. Teachers - Oasys (Observation & Appraisal Management System) and SuccessFactors

2. Counselors and Librarians - SuccessFactors
3. Salary Range (SR) Staff - SuccessFactors
4. Wage Grade (WG) Staff - PERS-12 Form

Over the last 5 years Groups 1 & 2 have had numerous changes made to their evaluation system. The current process started in an effort to decrease the number of evaluation tools being used in the system. The Danielson FfT (Framework for Teachers) is being used as an evaluation and growth tool for teachers and librarians, and has been piloted through several platforms in the last five years, 1) an excel spreadsheet 2) Teachscape 3) Oasys, and all three tools still require that faculty and supervisors duplicate their entries into the KS system's Success Factors. Counselors are using the American School Counselor Association (ASCA) National Model framework. Principals, vice principals, athletic directors, library assistants, and educational assistants also have established performance rubrics developed for KS system use. Supervising principals and vice principals are charged with managing multiple performance rubrics and multiple platforms (e.g. Oasys, Success Factors, or both) and use these to promote positive individual and team change and growth amongst a staff of 20-30 employees. This has been a challenge.

According to the 2017 Accreditation Staff Survey in [Figure 3](#), 57.1% of those surveyed feel that the current evaluation system supports the improvement of their teaching while 42.9% do not. While this indicates that over half of responders feel the evaluation process has value, a significant part do not believe this. In the same survey, 46.8% agree that they have had input into the current performance evaluation process while 53.3% disagree. Informal conversations with random employees also indicate varying attitudes about the current performance evaluation system. ([See List 1](#)) The SY 2015-2016 performance ratings, shown in [Figure 1](#) Dashboard results, reflect a significant drop in the "Exceeds Expectations" rating category.

One reason for these mixed reviews may be because of inconsistencies in the delivery and administration of the evaluation process by its supervisors. A majority of the classroom observers (e.g. curriculum, vp, principal) were trained and certified through an intense and rigorous pass/fail education group program. This certification was necessary before entering the classroom to perform observations. However, even with the classroom observation certification, the experiences of these observations and post observation meetings for faculty

have varied dramatically depending upon the supervisor in charge. Uniformity in positive feedback from supervisors may contribute to increased effectiveness of the process.

A second reason for these results may be due to the number of categories addressed in the evaluation process. Decreasing the number of domains an employee is evaluated on would alleviate the workload for all stakeholders and consequently the degree of stress and anxiety experienced by employees and supervisors. Flexibility in allowing employees to construct their own goals for improvement may also increase effectiveness and ownership in personal growth and change for the individual and the organization.

Finally, clear communication on the use and objectives of this process might also decrease anxiety and stress presently caused by the process. As evident from comments in [List 1](#), there is concern about the validity and use of the evaluation process for financial compensation. Using the process as both a tool to evaluate growth and financial compensation may be a counterproductive practice especially if feedback is not constructive. If the growth piece is separate from that, its chances of fostering a growth mindset would be greater. Connecting it to compensation may result in a mindset of fear instead of a growth, or it may encourage growth for compensation not necessarily for improvement. How the current process is used, for growth or financial compensation or both, should be communicated clearly to employees so they can wisely invest their energy in the process to maximize longevity and foster positive growth for the organization.

A performance evaluation process that is successful in promoting growth mindset in its employees is sure to effect positive change and growth in an organization. Use of constructive feedback from all stakeholders to revise the current process may positively increase the effectiveness of evaluation tools in achieving system goals and the transparency and authenticity of the process.

6. What are the school's greatest challenges in the area of human resources, and how will the school attempt to address them?

There are four challenges in the area of human resources that KSM faces.

- **The new recruitment model needs improvement.** The average time to start for new hires should be reduced from ninety three days to forty five days. Recruiters will also need to expand sourcing to increase the amount of qualified candidates with the skill sets that will

cultivate, nurture, perpetuate, honor, and engage in the cultural principles of Hawaiian identity.

- **Transparent and trustworthy compensation system.** Leaders and staff want a compensation system that responsively supports and grows a world class Hawaiian culture-based education environment including a flexible staffing and pay system that supports attainment of a personalized learning environment and empowered educators.
- **Manage, communicate and inspire transformation change related to SP2020 and the educational group tactical plan.** This includes support and transition of the new Ke Po‘o Kula into the school and community requiring the entire leadership team to provide open, honest, and informative guidance to ensure students and their best interests are at the forefront of all decisions.
- **Individualized support for teachers in the professional developmental process.** Campus educational leaders have spent a lot of time over the last few months building common agreements to transition the Performance Management Employee Process (PMEP) from a compliance model to a growth model. The PMEP system, including targeted observations and professional reflective opportunities, will support teachers in their progress towards meeting their goals.

Ho‘ōla Lāhui affirms the KSM collective belief that all people are to be valued, respected and cared for. It is through this cultural lens, that this organization strives to create and sustain policies and practices that will continue to attract, retain, and promote the growth of a thriving learning community for its students.

Chapter 12: Facilities-Buildings & Grounds



Artwork by Cy Ornellas, class of 2019

Section IV: Operations

Chapter 12. Facilities: Buildings and Grounds

The physical plant has both tangible and intangible influences on teaching and learning, faculty and student morale, enrollment and retention, and school climate and culture. A well maintained, safe, and appropriately sized physical plant is crucial to the educational program. The effective physical plant supports student learning, provides a sense of place, and is reflective of the qualities of community that the school hopes to embody.

Standard 12: The physical plant supports and enhances the mission of the school and enables the school to implement its program effectively. The physical plant is a safe, well maintained, secure, and healthful environment for students and adults. The school is regularly attentive to the physical plant, creating and executing plans for the current maintenance and future development of the facilities in support of the mission and programs.

Indicators of meeting Standard 12: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. Instructional facilities—including space, furnishings, and areas for recreation and play—are age-appropriate and support the educational program.
2. Sufficient personnel and financial resources are devoted to plant maintenance and repair.
3. The school engages in an inclusive, long-term facilities planning process on a regular basis and has a published plan for the renewal, repair, and replacement of the facilities.
4. The school complies with applicable local, state, and federal requirements for fire, health, safety, access, sanitation, toxic substances, and emergency preparedness.
5. Independent of regulatory requirements, the school itself has a process for the reporting of unsafe or problematic conditions in the physical plant.
6. The school has comprehensive emergency plans and regularly reviews its safety procedures.
7. The school manages its traffic and parking in ways that are controlled, safe, and respectful of the surrounding community.
8. There is appropriate signage on campus so that personnel, students, and visitors feel welcomed and are able to navigate the campus safely and easily.
9. Mitigation of the school's environmental impact and the long-term sustainability of the physical plant are clear priorities for the school.
10. There is a reporting process in place to address needed repairs, safety issues, and maintenance concerns with regard to the physical plant.

Baseline Requirements Checklist for Standard 12: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The school complies with applicable local, state, and federal codes and regulations with respect to health, building, and safety considerations, including access for persons with disabilities.

Yes *

No

[*Supporting Documents](#)

2. The school maintains records of all relevant inspection reports from local authorities (e.g., fire department, health department, etc.).

Yes ✓ *

No

[*Supporting Documents](#)

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

1. What are the schools overall strengths with regard to the physical plant and how has the school made efficient and creative use of space in meeting its needs?

One of the many strengths of the physical plant is its stunning location in Pukalani. Our campus was built in phases beginning in 1996 to house grades K-12, the campus sits on 180 acres with the famed Haleakalā as its backdrop and overlooking Central Maui and the West Maui Mountains. One can recognize the pride in our campus with its beautifully landscaped lawns and our buildings and infrastructure well maintained.

The Maui Campus was able to analyze its current space structure and made the necessary modifications to existing building spaces to accommodate campus programs as well as community outreach programs. For example, one of the High School Stadium locker rooms was converted to accommodate one of KS' certified Preschool program where it now serves 30 students. The second of two locker rooms was converted to accommodate a community outreach program called Tūtū and Me. We transformed an unused three acre parcel, called Kapikohānaiāmālama and exterior spaces at Elementary and Middle schools into an outdoor 'āina-based learning lab. [Supporting Documents](#)

2. What are the school's needs and challenges regarding the physical plant in terms of the stated mission of the school and its programs and how are those needs and challenges currently managed?

We have two excellent gyms located at the Middle and High School campus that are able to host a variety of indoor sporting events, multiple outdoor tennis and basketball courts and a beautiful pool.

However, we have several challenges on campus. First is the lack of a regulation baseball and softball field. Our baseball team busses off-campus (4 miles from campus) to Eddie Tam gym for practices. All games for both baseball and softball teams are held off campus.

Second, is the current location of our Human Resources and Admissions Departments. The proximity of these offices that are open to the general public to Elementary School students and Faculty has raised safety concerns. Third, is a need to expand the current Health Office footprint to meet the expectations of Mālama Ola (Student healthcare).

Fourth, the lack of overhead shade structure for our Elementary School students has school administration concerned about prolonged exposure of UV radiation and the long term effects it may have on a child's health.

Fifth, temporary location of preschool and Tūtū and Me has become permanent. It would be ideal for the campus operations if both these locations were returned to its original purpose.

Finally, there is a concern for the lack of parking spaces to accommodate overflow during special events. We have in the past and continue to allow vehicles to park in an unimproved overflow parking area located near Building X. There are safety concerns due to no lighting and uneven surface area. [Supporting Documents](#)

3. Are there any current plans for the further development of the campus? If so, describe the school's vision and describe the factors that might affect the implementation of these plans.

There is a master plan in place that involves further development of the campus, but leadership will have to reevaluate those developments based on our current Strategic Plans.

The factors that might affect implementing these plans are availability of funds. [Supporting Documents](#)

4. Evaluate the adequacy of plant maintenance, including such factors as the custodial care, staffing and financial resources allocated to it.

Our Operations support staff maintains a safe and healthy learning environment for our instructional staff and students. Financial resources are provided to meet the maintenance and staffing requirements to maintain a first class learning environment.

Plant maintenance is scheduled and tracked via Web TMA, the Computerized Maintenance Management system (CMMS) utilized by KSM. TMA manages scheduled preventive maintenance services as well as reactive service calls for unscheduled deficiencies while capturing service date points (e.g., response time, labor, parts/cost allocation, completion date). The workload assigned to maintenance personnel is reviewed by the Maintenance Manager and is distributed amongst Maintenance personnel to ensure workloads are balanced

and they are reasonable and manageable. Current staffing levels have proven adequate to address the preventive maintenance program, service calls, and school events/functions requiring support and special projects that arise each year.

However, Maui's tight job market has been a challenge for KSM to adequately fill vacant positions, with some positions being vacant for over a year. The hospitality industry is a direct competitor and will offer a higher wage for jobs similar to KSM, such as Custodial, Grounds, Maintenance, Food Service and Security. [Supporting Documents](#)

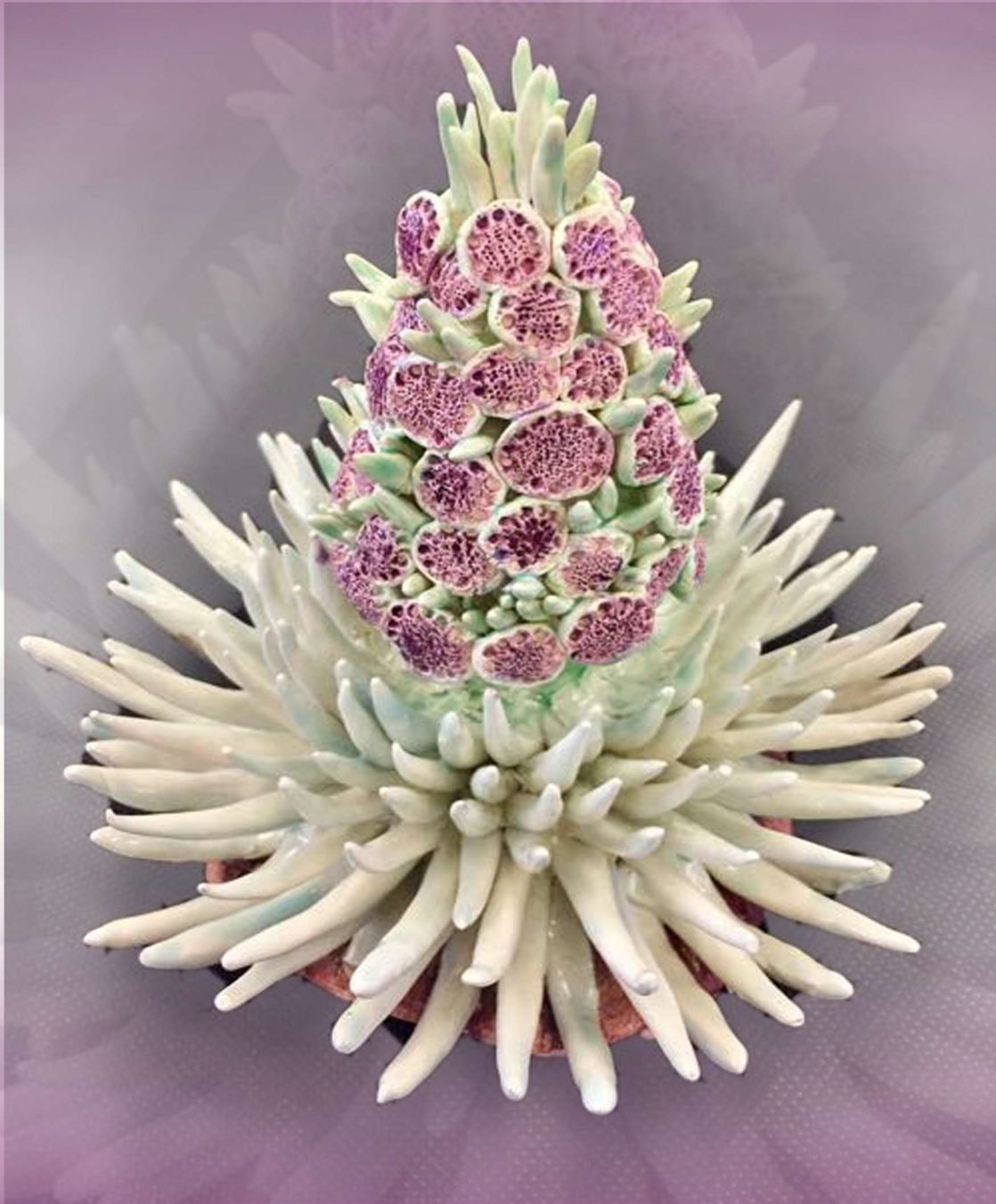
5. What approach has the school taken to address environmental sustainability with regard to buildings and grounds? What specific measures have been implemented and what additional initiatives, if any are contemplated.

The Maui campus has been selected to take on the LED pilot program that started in Pauahilani #26, which is now equipped with light sensing device that automatically adjusts lighting based on exterior ambient lighting. There are plans to retrofit the campus buildings with LED in phases starting with the Elementary campus in 2019. We have reduced our carbon footprint by not delivering our green wastes to the county landfill; we have a green composts on campus. We also utilize cattle to control the grass and weed growth on the lower unused portion of the campus versus the use of machinery, thus reducing carbon emissions. We are planning to purchase a shredder to recycle our cardboard. Maui Disposal currently recycles our cardboard. Food waste is collected and distributed to a local pig farmer. Installation of refillable filtered water fountains throughout campus to decrease the use of plastic bottled water. The plan is in three phases, Elementary School was completed during 2017 summer, followed by Middle and High School in 2018 and 2019 respectively. We started a pilot program to decrease the water consumption of our irrigation system. UgMo system, utilizes a wireless soil moisture sensor that activates the sprinkler system versus the antiquated timer system. There are plans to implement UgMo for the entire campus irrigation system in 2018. [Supporting Documents](#)

6. Based on the responses to the questions above, what does the school envision as the two or three most important areas that it should address with respect to the physical plant?

- Update the campus master plan
- Allocate funds to address the campus master plan

Chapter 13: Health, Safety, & Wellness



Artwork by Mahie Baricuatro, class of 2019

Section IV: Operations

Chapter 13. Health, Safety, and Wellness

For schools to be successful in fostering growth and learning, they must make the health and safety of the students and adults in their on-campus communities a top priority. Accordingly, health, safety, and wellness provisions are an essential component of a school's operations, and they convey important messages about a school's values and purpose. At a minimum, each school needs to maintain consistent compliance with local, state, and federal health and safety codes and regulations. Beyond that, every school must devote itself to sustaining an environment that strongly supports the physical and emotional health and safety of its community members.

Standard 13: The school has established and effectively implemented policies and procedures that promote the health and ensure the safety of students and adults on campus and at school events. The school complies with all relevant legal and regulatory requirements in this regard, and it takes responsibility for educating community members and for promoting policies, habits, and practices that encourage and sustain individual and community wellness.

Indicators of meeting Standard 13: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. All employees understand that the supervision of students to ensure their safety is a priority in all on-campus and school-related settings at all times.
2. The school has written procedures to deal with injury and illness that are distributed to and clearly understood by school personnel, parents, and students.
3. The school provides adequate instruction and supervision to reduce hazards to health and safety.
4. Adequate provisions are made for the health care and safety of students while involved in school activities on and off campus.
5. Sufficient resources, both human and financial, are allocated to the essential work of maintaining the health and safety of students.
6. There is a regular, systematic review of safety procedures and practices.
7. The school is in full compliance with all applicable local, state, and federal safety and health codes and regulations.

The school has a sufficient number of staff who maintain current cardiopulmonary resuscitation (CPR) and first aid certifications, and up-to-date records of these certifications are kept on file at the school.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
All students have been fully immunized for diphtheria, haemophilus influenzae type b, measles, mumps and pertussis, poliomyelitis, rubella, tetanus and any other disease deemed appropriate by the State Department of Health Services.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
The school has policies and procedures in place concerning the release of children to the correct legally designated adults.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Food services, if available, are licensed.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

For schools with food service employees, there are written policies—provided to appropriate staff—governing the handling, preparation, and distribution of food.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
There are adequate provisions for the health, care, and safety of students while involved in off-campus school activities.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
The school has documented policies and procedures for dispensing medications and prescription medicines to students.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
The following documents are available for review by members of the Visiting Committee during their visits to the school:	
County health department kitchen inspection permit (if applicable)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
CPR certifications	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Immunization records	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Student emergency authorization forms	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
List of student health concerns	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
First aid procedures	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Medical release forms (for athletics and other physical activities)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Parent authorization forms (for field trips and school activities)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Blood borne pathogens plan	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Student and adult accident report forms	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Sexual abuse policy	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Harassment policy	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

1. In light of the legal and regulatory considerations raised in the Baseline Requirements Checklist for Standard 13, what has the school learned about itself with regard to health, safety, and wellness policies and practices? What possibilities or priorities for change come out of this review?

KSM takes the safety, health and wellness of both the staff and students very seriously and thus, is in full compliance with applicable rules and regulations while continuing to review its status and update where necessary. Safety and health issues are identified and action plans developed to immediately address items of concern. Affected stakeholders are a part of the problem-solving process, which is both inclusive and collaborative. Mālama Ola, responsible for programs that address student and employee health and safety at KS’ three campuses, 30 preschools and summer programs, became a new division in July 2015 and includes education safety and risk staff, athletic training staff and mental health services.

On the KSM campus, a new Education Safety and Risk Specialist position was created which provides direct safety support to KSM linking the teaching staff, students, operations staff and

security/safety professionals. The Education Safety and Risk Specialist conducts, monitors and tracks the necessary safety training, as well as regular campus safety inspections. This new change in the organization provides a resource and an opportunity to provide a broader support to all educational staff.

KSM maintains two safety committees. The Maui Campus Safety Committee consisting of representatives of each school administration, operations, health services, safety and security, meet quarterly to discuss all issues or concerns regarding campus health, wellness and safety. The Operations Safety Committee consisting of representatives from food service, maintenance, custodial, security and safety meet bi-monthly discuss issues or concerns regarding campus health, wellness and safety.

The Safety Committee Mission is to:

- Identify and evaluate safety related risk and exposures to KSM students, employees and other stakeholders.
- Guide policies and procedures to provide a safe student learning environment for KSM students.
- Guide policies and procedures to provide a safe work environment of KSM employees and onsite vendors.
- Ensure safety related compliance with Federal, State and County regulatory agencies. Guide policies and procedures relating to life safety in KSM managed properties.
- Accommodate support for KSM evolving needs to protect students, employees and other stakeholders.

Decisions and other topics are then passed down through the attending Vice Principals/Managers to the rest of the staff.

[Resources for question 1](#)

2. What steps has the school taken to establish and effectively implement policies and procedures that promote and ensure the safety of respect for, and inclusion of students and adults on campus? How effective are these policies and procedures with regard to such issues as harassment, bullying, racial and cultural prejudice, gender bias, and discrimination based on sexual orientation? What data does the school have to support its conclusions about the extent to which students and adults feel safe in the school?

KSM's elementary, middle, and high schools adhere to a standardized set of disciplinary procedures to handle harassment, bullying, and discrimination violations. The procedures

published in the faculty handbooks, per division, are designed to promote the safety, respect, and inclusion of students on all campuses. The campus organization includes counseling and security staff that assist the school administration in overseeing student behavior and providing interventions and consequences for various infractions. Additionally, the KS Hi'ikua Student Helpline student hotline reporting program is available to report problems such as harassment, intimidation, and bullying.

All KSM administration, faculty and staff have picture identification badges which are required to be worn at all times. All visitors and contractors need to obtain visitors badges at the main gate prior to entry on campus. Campus entry is restricted to one gate during school and evening hours to effectively monitor campus access and ensure safety.

Human Resources department provides a set of training modules called "Our Kuleana" that all employees are required to take. There are eight modules in total, for which all employees are assigned specific modules each year. It is generally provided over a two-year period, after which all modules repeat.

[Resources for question 2](#)

3. Describe and evaluate the school's efforts to educate constituents with respect to practices that promote the health and wellness of the students, as well as of the adults who work on their behalf at the school. How effective are these efforts?

All students participate in a robust guidance, health, and/or physical education program that promotes healthy behaviors and healthy choices by students. At all levels of education, there are physical education classes/instruction and an Athletics Program serving athletes in the K-12 campus. Sports are an extension of the school's education program and an opportunity for students to experience life lessons and become good and industrious men and women, and provides experiences that will help to develop boys and girls physically, mentally, socially and emotionally. Percentage of students participating in at least one sport or athletic team are 77% at high school, 54% at middle school, and 24% at elementary school. In addition all KSM employees and alumni have access to the Athletic fitness facility which are designed to promote health, safety and well-being of all the people who use the facilities.

[Resources for question 3](#)

4. Describe and evaluate the programs that are offered to help students understand issues of peer relationships, including sexuality if older students are enrolled.

Peer relationships and social skills are instruction modules in guidance classes K-12 which are taught by grade level counselors. Specific topics may include: personal relationships, dealing with peer pressures, conflict resolution, and social skills. Pre/post surveys are usually administered so counselors can assess initial impact of lesson(s). In addition, grade level and outreach counselors also conduct small group and individual counseling sessions as needed to address these issues.

All middle and high school students are enrolled in health classes. Personal health includes topics such as: Reproductive System, Positive Puberty, Sexually Transmitted Infections, Abstinence and Birth Control Methods. Course content and curriculum are developed based on age level; other delivery options of curriculum are provided should parents opt out from these topics.

[Resources for question 4](#)

5. What is the process for developing, updating, and communicating procedures, policies, and plans for routine safety issues at arrival and dismissal times, including carpool procedures?

The Maui Campus Safety Committee consisting of representatives of each school administration, operations, health services, safety and security, meet quarterly to discuss all issues or concerns regarding campus health, wellness and safety. Concerns addressed include student behavior while waiting for buses and on buses, and student behavior around areas where students may congregate (roads, traffic, fire lanes).

The Security Department maintains a thorough Maui Campus Bus Terminal Procedure in which all campus pick up and drop off locations are monitored daily during the morning and afternoon pick up and drop off periods. This procedure is evaluated annually and revised as needed after consultation and planning with the respective school and administrators.

The Security Department maintains a thorough Gate Procedure, which includes managing access control of staff, parents and visitors arriving on campus during open and restricted hours. Carpool drop off and pick up locations are monitored simultaneously with the bus terminal pick up and drop off locations.

[Resources for question 5](#)

6. What are the school's supervision and safety policies and procedures concerning the transportation of students by the school or by contracted transportation providers?

KS policies Procedure 200.4.02, 200.4.03 and Student Parent Handbook - Transportation of Students in Buses and Other Vehicles outline the proper access to transportation and the use of vehicles for transporting students. These policies outline criteria for general safety in KS pooled vehicles and rentals, while also forbidding use of private vehicles.

There are also guidelines for securing parental authorization for students to ride in vehicles related to school activities other than commuter routes. Student code of conduct, spelled out in Procedure 200.2.06 - Student Discipline, ensures that student behavior, while in transit, does not cause an unsafe transportation environment or incident for themselves or others. These policies are all encompassing and cover any type of transit for school related activities.

KSM contracts student transportation with Akina Bus Service and has a small fleet of KSM owned mini busses. Certified, licensed and trained faculty and staff are authorized to drive the School's mini-buses. The Operations Department maintains and administers additional best practice policies and procedures in accordance with the Hawai'i Department of Transportation vehicle type requirements. Operations also maintains policies and procedures for the daily and regular inspection of KSK vehicles to insure their integrity and safety. All buses are thoroughly inspected pre-trip and post-trip (end of day) by the bus driver. Any items requiring corrective action are noted and the completed forms are submitted daily to the Operations Services Coordinator for follow up.

[Resources for question 6](#)

7. If the school has programs that take students away from campus for one or more nights, what risk management policies and procedures are in place for such trips? Evaluate their adequacy and effectiveness.

KS maintains policies and procedure 200.3.04 School Field Trips and Activities, which governs all field trips and activities, including overnights, for all KS educational programs. These policies outline all planning and preparation required to ensure a safe and successful field trip, including services needed to support the planned activity. If a field trip/activity involves travel off-island, the staff prepares their transportation, and room and board arrangements in compliance with these policies, which also requires the parent/legal guardian to sign and submit a written waiver/release form prior to the field trip/activity.

The policy also outlines student behavior and expectations while traveling with KS groups and are communicated in the campus Student and Parent Handbooks. Finally, all travel--local, national, or international--is governed by KS Policy 200: Education Master Policy. This policy outlines proper procedures to request support services such as transportation, food, medical, and security services, and facilities use requests to ensure a safe and successful educational activity.

[Resources for question 7](#)

8. Describe and assess the adequacy of the school's policies, procedures, and practices designed to prepare for and respond to major emergencies. Please consider natural disasters (e.g., fires, earthquakes, floods, etc.) as well as "man-made" emergencies (e.g., campus intruders, weapons on campus, neighborhood crisis, etc.).

The current Emergency Operation Plan (EOP) for KSM was last updated April 10, 2016. These include a description of the Incident Command System (ICS) and how ICS applies to possible emergency situations/incidents/events specific to KSM. These plans are reviewed and updated according to best practices and proper communication/notification guidelines. The EOP plan includes:

- emergency management responsibilities, notification and communication.
- protective actions such as evacuation, shelter in place and lockdown.
- emergency response guidelines including medical emergency, crime and violence, dangerous and/or armed intruder, weapons, serious student misconduct, hostage situation, suicide attempt on site, suicide threats, missing students, bomb threats, suspicious packages biological/radioactive/chemical attack, fire, explosive attack, hazardous material spill/leak, propane gas leak and severe weather conditions.

All educational staff is provided a compact flip chart providing guidelines for response to the most probable emergencies affecting the campus. The Faculty and Staff Handbook also have descriptions of responses for evacuations and lockdowns. KSM practices lockdown and fire drill events on a regular basis each school year. The exercises have been well received by students, parents and staff which culminate with a debriefing of students and staff.

[Resources for question 8](#)

9. As the school considers the health, safety, and well-being of its community members, what are the greatest challenges that it faces? What possible steps might be contemplated to address these challenges?

- **Creating a culture of safety** in which everyone understands that safety is a shared responsibility and, consistent with the ASCD Whole Child Tenets, that students must be safe in order to optimally learn. We have begun this work through increased awareness, communications, and trainings.
- **Mental health.** Similar to too many schools, we have observed a high prevalence of mental illness among our students (see table below). We are currently seeking approval to implement a comprehensive mental health initiative that could involve curriculum enhancements, training, clearer roles and responsibilities, benchmark staffing ratios, and onsite access to a licensed mental health professional. At the Elementary School, we are engaged with Mālama Ola in a pilot “Care Team” model under which, staff and leadership engage in a comprehensive approach to managing difficult situations in the school setting where resources and support is leveraged to reach a positive outcome that provides a win-win environment for students and staff. Efforts are also underway to explore implementation of a multi-tiered system of supports with feedback from the Care Team pilot.

		During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?		During the past 12 months, did you ever seriously consider attempting suicide?	
	N	# YES	% YES	# YES	% YES
Freshmen	91	25	27%	10	11%
Sophomores	115	48	42%	18	16%
Juniors	97	30	31%	13	13%
Total	303	103	34%	41	14%

Table 1: California Health Kids Survey results from 2015 for KS Maui Campus High School

We recognize that to be world-class, we need to have a better systematic approach to identifying students who need additional supports and then providing or helping coordinate receipt of those supports. Academic decline, poor behavior, frequent absences, and social withdrawal are examples of symptoms that could reflect an unrecognized or under managed learning disorder, mental health or medical condition, family dysfunction, or other factors that impact the whole child. Because of the population that we serve, there may be a higher prevalence of risk factors and greater need for supports. Caring for the whole child, does not only improve the child's well-being, but will also help improve the child's academic success.

[Resources for question 9](#)

Section V: Institutional Stewardship & Leadership



“E ‘ōpū ali‘i”

*Have the kindness, generosity and
even temper of a chief*

Chapter 14: Governance



Photography by Jacob Julian, class of 2018

Section V: Institutional Stewardship and Leadership

Chapter 14. Governance

Primary among the leadership responsibilities of the Board of Trustees are establishing the mission of the institution, hiring the Head of School, planning strategically for the school's future, and securing the resources necessary for the school's success. The Board works closely with and in support of the Head of School to make sure that it establishes appropriate policies which are upheld and adhered to. A systematic process that brings those individuals onto the Board who possess the desired skills, resources, commitment, and dedication will constantly reinvigorate the Board's membership and heighten its effectiveness.

Standard 14: The school has an active, engaged, and committed governing Board comprised of members whose collective and individual strengths support and advance the school. The Board of Trustees clearly understands and acts on its responsibilities, ensuring that its size, composition, and practices enable it to be effective. The Board of Trustees sets and safeguards the mission, and it hires, evaluates, and supports the Head of School. The Board also holds fiduciary responsibility for the institution, and it strategically plans for the school's future.

Indicators of meeting Standard 14: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The Board is aware of and acts on its responsibility to regularly review the mission and to update it as necessary.
2. The Board ensures that it operates in compliance with applicable laws and regulations, maintains appropriate and updated bylaws, and has its members abide by a conflict of interest policy.
3. The Board takes responsibility for systematic planning for the current and future financial health of the school, establishes and oversees the annual operating budget, and effectively engages in fundraising.
4. The Board and Board Chair make it a priority to develop and maintain a mutually supportive working relationship with the Head of School, mindful of the differences between head and board responsibilities, while using a systematic process for head evaluation to assist with this work.
5. The Board undertakes systematic planning on a periodic basis, establishes the major strategic priorities for the school, and takes the lead in implementing Board-level initiatives that follow from those priorities.
6. The Board operates as an independent entity—or with functional independence within a larger organization—it has a clearly defined process for its perpetuation, and it has established leadership succession procedures and practices.
7. The Board conducts a comprehensive program for new member orientation and ongoing Board education.
8. The Board is knowledgeable about the school and it systematically gathers, analyzes, and uses data to make important decisions.

9. The Board has a clearly understood and regularly used process for evaluating its own effectiveness, individually and collectively, as well as the value and effectiveness of its composition and committee or task force structure.
10. The Board has a clearly documented committee or task force structure with specified responsibilities and projects for each.
11. The Board itself helps the school community to understand the scope of its responsibilities and the necessary differences between Board and administrative authority, responsibilities, and purview.
12. There is a documented job description for individual trustees and for the Board as a whole, which includes standards and expectations for attendance, participation, and committee or task force involvement.

Baseline Requirements Checklist for Standard 14: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds “no” to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The Board operates in compliance with a set of written, formally adopted bylaws.
Yes No

As a Trust and not a non-profit corporation, KSM does not have bylaws. However, pursuant to the recently approved revisions to the Governance Policy, the Trustees have adopted an Operations procedure, which is similar to bylaws.

2. The Board reviews the completed IRS Form 990.

Yes No

3. Board policies are documented and current.

Yes No

4. Minutes of all Board meetings are kept on file at the school.

Yes No

* Notes are kept on file, not at school.

5. Board fiduciary responsibilities are clear and documented, and the Board formally adopts the school’s annual operating budget.

Yes No

6. The Board regularly conducts a performance evaluation of the Head of School.

Yes No

*The Board itself does not conduct the evaluation, but the Executive VP of Education together with Ke Po’o o Nā Kula (committee of all Heads of school tri-campus) conduct regular performance evaluation.

7. The Board regularly conducts an evaluation of its own performance.

Yes No

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

1. What kinds of data and information are provided to the Board of Trustees during a typical school year, and how is that data and information used both to address the school's progress in achieving its stated goals and mission and to inform Board decision-making?

The CEO keeps the Board of Trustees informed about KS campuses on the islands of Hawai'i, Maui and O'ahu by providing Quarterly Reports and Annual Reports. The Trustees use the data and information to determine the extents to which KS campuses are performing the KS mission, in accordance with the Will of Ke Ali'i Pauahi, and with regard to yearly goals and target measures.

The data comes to life when Trustees visit the campus 1-2 times a year and experience student work. During these visits, Trustees interact with students, faculty and staff in a variety of settings. In a small group setting, principals and curriculum staff share the story of the data and highlight areas of student achievement and provide background on progress. Trustees visit each campus and interact directly with students, visit classrooms and have opportunities to view student work. For example, during a recent Trustee visit, at the elementary campus, Trustees rotated through individual student presentations to hear an explanation of the hypothesis and results of science projects. At the middle school, Principal Lois Nishikawa shared first generation college statistics and the school's goal to set the foundation of college experiences within the families of their haumāna. This goal is implemented through a pilot program of Naviance, a comprehensive K-12 college and career readiness solution that helps schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

These visits also allow the Trustees to meet and mingle with students and teachers, to watch them in action, and to get a general feel for the vibe of the campus. [Supporting Documents](#)

2. Assess the effectiveness of the Board's composition, organization, committee or task force structure, and use of meeting time.

KS Board of Trustees – Composition, Organization and Structure

In accordance with the will of Bernice Pauahi Bishop, the governance of KS rests with a Board of Trustees. The Trustees provide the strategic direction and focus necessary to fulfill and sustain the vision, mission and values of Kamehameha Schools. In order to accomplish this, the Trustees concentrate on strategic policy-making and monitor the CEO's implementation of the Strategic Plan, and other delegated routine management duties. Current Board Members and their bios may be accessed at: http://www.ksbe.edu/about_us/trustees_and_executives/

The Board's effectiveness can also be measured by the financial strength of the organization, the growth of the endowment, and the strengthening and enrichment of the educational outreach throughout the Hawaiian community. KS is currently in partnership with the University of Hawai'i and the Hawai'i State Board of Education (BOE). Both KS and the BOE signed a memorandum of understanding aimed at increasing the educational success of Native Hawaiian learners enrolled in the public school system.

Meetings and Activities of the KS Trustees:

As part of their fiduciary responsibilities, the Trustees have established an annual calendar of bi-weekly meetings. Meetings may include an executive session with the CEO, and agenda items may include organizational updates, a review of reports, and consideration of specific requests for Trustees to respond to. The Trustees devote approximately 20 hours per week on average to prepare for and attend Trustee meetings. They also represent KS at community events, visit KS campuses and other educational sites to meet with alumni groups, and attend school graduations and awards ceremonies. Trustees participate in annual and other periodic retreats to discuss strategic matters.

KS' Procedure 100.2-Board of Trustees Meeting Procedures reads:

1. Board Meetings. Each Board meeting shall be to conduct official business of KS and shall begin with an executive session at which only the Trustees and CEO are present. At the invitation of the Board or CEO, executive officers and other employees shall attend Board meetings or portions thereof for the purpose of participating in discussions. It shall take at least three (3) Board members to constitute a quorum to hold a meeting and Board members shall participate in meetings in person or via conference call. Notice of a meeting and all material shall be provided to each Trustee at least 48 hours prior to the meeting, which notice may be waived by a Trustee.
2. Attendance at and Preparation for Meetings. Each Trustee should commit the time to attend, prepare for, and participate in Board Meetings. Participation may include by telephone or other means of communication where the participants can hear all conversations, but it is preferable to be physically present. Each Trustee is obligated to ask questions and demand information to all that Trustee to have sufficient information and understanding to make decisions he or she reasonably believes are prudent and in KS' best interests.

Meeting agenda items consist of organizational updates, a review of reports, and specific requests. Trustees also meet with faculty/staff members, students, and alumni groups,

represent KS at community events, and visit KS campuses to support school functions such as award ceremonies, 'Aha Mele, Founder's Day Observance, and the High School graduation ceremony.

The Board of Trustees utilizes a minimal committee structure that consists of an Audit Committee with two outside members, and is currently developing an Investment Committee. These committees are advisory in nature. Ultimately, all deliberations and decisions are made by a Committee of the Whole, consistent with the requirements of the Will and the Trustees' fiduciary obligations.

Task Forces and Work Groups:

The trustees do not appoint, authorize or participate in Task Forces or Work Groups.

3. How do the Board and its members evaluate their own effectiveness – both individually and collectively? How productive is this process? What procedures are in place to address ineffective or problematic Board members?

The Board of Trustees submits to a "Master" appointed by the Hawai'i Probate Court, a self-evaluation report which describes significant accomplishments, challenges, unresolved matters, and major performance objectives during the prior fiscal year. After reviewing this report, the Master presents suggestions and recommendations for addressing any ineffective or problematic actions or performance by any or all of the Trustees to the Court. The Hawai'i Probate Court has authority over the Trustee selection process and terms of service, to ensure that KS is governed lawfully, in accordance with the Will and Codicils of Bernice Pauahi Bishop.

Trustees are appointed for a five year term. If a Trustee desires to serve a second five-year term, the Master and the Attorney General together with the remaining Board of Trustees review the petition and provide comments on the Trustee's performance over the prior five-years. The Court's review of a Trustee's annual evaluation and petition to be reappointed provides for an effective objective review of a Trustee's performance in addition to the Trustee's self-evaluation. The position of the Chairperson of the Board of Trustees rotates annually so that no member serves as Chair for more than one year. The annual rotation ensures that problematic Board issues are addressed from fresh and different perspectives. Kamehameha's Board of Trustees is not a self-renewing board.

4. The board develops and implements a thoughtful and thorough process for the selection of the head, using consulting resources as needed, while taking into account the school's mission, its challenges and opportunities, and input from the school community about effective leadership for the future.

The Trustees

KS governance policy 100 [T] provides the framework for guiding the Board of Trustees to administer and oversee the estate established by the Will of Bernice Pauahi Bishop, and to fulfill the mission of KS, accordingly. The Hawai'i Probate Court has mandated that KS operate with a CEO-based management system, which the Trustees serve, as follows:

1. Ensure that the intended beneficiaries are served in accordance with Will of Ke Ali'i Pauahi, and monitor the success of KS in fulfilling its mission.
2. Oversee the development of and approve all strategic policies affecting the administration of KS, especially its educational, stewardship and financial objectives.
3. Ensure that KS and its assets are managed prudently and exclusively for KS' charitable educational purposes consistent with the terms of the Will, orders of the Hawaii Probate Court, KS Strategic Plan, the KS Educational Strategic Plan, all other Strategic Plans and resulting implementation plans, KS' tax-exempt status and applicable laws.
4. Monitor and review financial reports and projections and be accountable for KS' financial well-being, including its endowment, as it relates to carrying out financial responsibilities.
5. Review and approve the annual budget and ensure that effective fiscal controls are established.
6. Hire, support, and provide guidance to the CEO; set goals and objectives for the CEO; evaluate and monitor the CEO's performance; and, where appropriate, remove and replace the CEO.
7. Consult with the CEO to ensure that management development, compensation and succession plans are in place for executive management positions.
8. Approve plans for any major organizational or program change.

The Chief Executive Officer is responsible for the leadership, administration, management and effectiveness of KS' operations. The CEO also has the authority, in consultation with the Trustees, to determine the compensation, recruitment, hiring and termination, of the Executive Vice President for Education.

The Executive Vice President of Education is responsible for leading all Kamehameha Schools' educational programs, including preschools, K-12 campuses, Ho'okahua Cultural Vibrancy Group, Mālama Ola, and Ho'olaukoa: Educational Systems and Strategies.

Ke Po'o o Nā Kula serves as the Head of KS Schools and KS Preschools, under the Executive Vice President of Education.

The Po‘o Kula (Head of School): Dr. Scott Parker was named Po‘o Kula (Head of School) for Kamehameha Schools Maui campus, effective June 1, 2017. Dr. Parker was previously interim Hope Po‘o Kula (Assistant Head of School) at KS’ Kapālama campus.

See Attachment C: KS System Organization Chart 10.26.2015

See Attachment D: 2015 Education Group Reorganization, KS website communication.

See Attachment E: Education Group Organization Chart 10.26.2015.

5. How are the work and role of the Board, including its work in setting strategic priorities, communicated to the constituents of the school?

In recent years, the Trustees led the development of a 25 year plan, including a Vision 2040, Strategic Plan and milestone goals for the year 2020 to guide the work of all KS staff. In 2010, input on what should be included in the Vision 2040 was solicited from nearly 3000 KS staff, KS students, family members, alumni, and community members of the general public. Subsequently, in March 2014, the Trustees announced that the Vision 2040 statement was, as follows:

Within a generation of 25 years, we see a thriving Lāhui where our learners achieve postsecondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally.

During August and September of 2014, CEO Jack Wong visited each group and division of KS to ensure organization-wide understanding of Vision 2040 and shared a draft of Strategic Plan 2020 (SP2020) goals and milestones. In addition, a web-page <<http://www.ksbe.edu/sp2020/>> dedicated to Vision 2040 and draft SP2020 Goals was added to the public KS website.

July 1, 2015 marked the official starting point for SP2020 implementation; organizational changes and annual plan shared with staff. This affirmation was communicated to all of KS and the wider community via emails from the CEO and notices posted on the SP2020 website.

Strategic Initiatives must be communicated from system wide planning committees, who typically meet on O‘ahu, to the constituents and campus based staff on the Neighbor Island campuses.

Strategic Priorities are communicated by the Educational Vice President (EVP) and the Chief Executive Officer (CEO) to the KS Maui principals. The Strategic Plan and Tactical Plan were

communicated during direct visits to KSM by the EVP and/or the CEO, and other KS executive leaders, as needed.

- February 12, 2016, Ka Wena o ke Ao was a ceremony held that affirmed KSM Leadership's commitment to Kūhanauna.
- September 2, 2016 - EVP shared the Tactical Plan with tri-campus educators over a live stream from KSH. KSM followed that presentation with a KSM contextual presentation that included a video from our Middle School Hiki Nō! Class and a presentation connecting past practices with the Tactical plan.
- January 6, 2017 - CEO and EVP came to KSM to meet with each division to continue the SP2020 and Educational Tactical Plan communication. Smaller group presentations encouraged teachers to ask questions.
- April 18, 2017 - Parent Engagement Night. CEO and EVP of Communications shared with parents and community about the SP2020 and Tactical Plan vision. Ka'ipono leaders facilitated table discussions to gain input from our parents.
- April and May 2017 – Ka'ipono worked on the communication of Hawaiian Culture-Based Education, a component of the Education Tactical Plan, to prepare for upcoming communication needs, retreats with leadership teams, and defining divisional actions.

The second way these priorities are communicated is thru Tri-Campus principal meetings that happen once a school quarter and the meeting locations rotate between the three campuses. The EVP and/or CEO attend these meetings. Information shared at these meetings are delivered through presentations done electronically and/or hard copy. There is time at these meetings for principals to react and respond to educational initiatives, the challenges of multiple initiatives, and ultimate time frames for initiatives if applicable. Maui HS principals describe this process as relatively simple and transparent, even when the content is difficult and challenging. They also confirm that their voices are heard when they express their thoughts, ideas or concerns. Upon return to the Maui campus, principals then communicate and transfer these ideas to the campus-based staff in monthly staff meetings.

Information is shared with parents through School Messenger, a tool that is used to send phone and email messages to parents. E Ola!, an evening event on April 12, 2017, provided an opportunity for all parents to hear directly from KS CEO Jack Wong and EVP of Education Dr. Holoua Stender on the Tri-Campus Tactical Plan.

More broadly speaking, our KS intranet site, KS Online, provides substantive information on KS policies and procedures, and is a key vehicle to continually raise awareness among staff and faculty regarding important news and stories about KS' mission; the work of the organization, its challenges and successes; the people who are leading and implementing the work; teacher and student achievements and accomplishments; and issues affecting the wider Native Hawaiian community.

6. Using a recent significant Board-adopted school policy, explain its origin and the process by which it became a policy. How does it support and strengthen the school? How do its adoption and implementation demonstrate the separate roles of the Board and administration?

All of KS' policies and Procedures were revised and approved in 2016 with an effective date of January 1, 2017. The six-month time period between approval and the effective date allowed an opportunity for all staff to review and provide comments for Trustees' consideration. Revisions were made and set forth, in plain language, the principles by which KS creates, implements, and improves its educational programs.

A recent significant Board-adopted school policy is Policy 200- Education Master Policy (P200), reads:

KS' mission is education, and it sees education as a foundation to empower Native Hawaiians as stakeholders in their future, their communities, and their wellbeing.

In furtherance of its mission, KS will:

- a. Develop a safe learning environment that provides learners a world class Hawaiian culture-based education grounded in Christian and Hawaiian values;
- b. Seek to attract and develop high caliber personnel who will nurture and develop the leadership skills of learners while striving for high academic standards;
- c. Utilize a rigorous curriculum that is centrally designed and uses leading instructional practices; and
- d. Adopt effective measures, controls, assessments and reporting, with appropriate accountability, to help demonstrate student learner growth and instructional effectiveness.

"Action Planning Teams" comprised of roughly 130 KS staff from across multiple divisions - including KS campuses – examined the SP2020 and drafted actions by which to attain five overarching goals, as follows:

Goal 1: Network of Native Hawaiian Schools. Deliver world-class, culture-based education through a network of Native Hawaiian schools, inclusive of our KS schools and Native Hawaiian charter and immersion schools.

Goal 2: Improved Educational System. Contribute to communities' collective efforts to improve our educational systems for Native Hawaiian learners to achieve the Educational Pathway Milestones.

At the middle school math has been called out as the area for being "academically prepared." The MS reviewed and revised procedures for enrollment in higher level math classes in each grade level resulting in more opportunities for students to enroll in higher level math classes in the 2016-17 SY. The increase in 8th graders enrolled in algebra has also impacted the high school and caused a change in math offerings for the 2017-18 SY. The goal by 2020 is to have 100% of 8th graders enrolled in algebra.

Goal 3: Native Hawaiian Identity. Cultivate a strong Native Hawaiian identity to instill confidence and resilience in our learners and to inform decision-making and actions within our organization, for the improvement of the well-being of the Lāhui.

Action 5: Normalize 'Ōlelo Hawai'i throughout KS.

- Initiate Hawaiian language program for staff
- Coordinate 'Ōlelo Hawai'i program with ongoing educational initiatives on each campus.

Goal 4: High-performing Native Hawaiian Organization. Execute as a high-performing, mission-driven, Native Hawaiian organization with strong leadership, efficient processes and systems, and successful strategic partnerships.

Goal 5: Impact-driven Resource Management. Prudently optimize the strength, breadth, and strategic alignment of our resources with an organization-wide focus.

Accordingly, the initiation of a Hawaiian language program for all KS staff commenced in July 2015, led by KS' Ho'okahua Cultural Vibrancy staff. Beginning in school year 2016, all faculty and staff were mandated to attend 'Ōlelo Kahua classes to promote and enhance staff proficiency in Hawaiian language and appreciation of Hawaiian culture; in turn, enabling faculty and staff contributions to the fostering and normalizing of 'ōlelo Hawaii among students, faculty and staff. The required 18 hours of class taught every other week to the 220 staff members in small group sessions provided direct learning opportunities. KSM's Hui Kumu led all classes and recorded videos of each lesson which allowed staff to view missed sessions. 99% of the staff completed the mandated sessions reflecting the importance of this goal. Thus, the Vision

2040 set by the Trustees has been operationalized with action plans devised by KS staff, and coordination with campus leaders.

7. Briefly describe how the Board has undertaken strategic planning. Using a recent example, describe the Board’s effectiveness with regard to identifying strategic issues, formulating strategic priorities, and implementing productive initiatives.

The Will of Princess Bernice Pauahi Bishop guides the strategic planning efforts of the Trustees. The development of a 25 year plan, including Vision 2040 and aligned Strategic Plan and milestone goals, was overseen by the Trustees, with the engagement of the CEO, KS staff, and members of the wider community, as detailed below:

Round 1: January - March 2013, 15 meetings on six islands, engaging 574 community participants.

Round 2: Also in 2013, 12 meetings on five islands, engaging 254 KS staff members, 219 community participants and 100 KS students.

Round 3: January - April 2014, 13 meetings on six islands, engaging 248 community participants and 1,580 staff members.

Round 4: July – September, 2014, 62 internal statewide sessions with staff to share the draft plan. Stakeholders were invited to contribute their mana’o via email, telephone hotline and a dedicated website. Over 5,700 users accessed the Progress and Promise website, <<http://www.ksbe.edu/sp2020/>>, which included a page where readers could submit mana’o, from January 2013 through October 2014. In October 2014, an online Staff Survey was emailed to all faculty and staff asking for opinions about the content and process of SP2020; nearly 800 employees responded.

Draft Plan and Action Planning Teams (APTs),

The draft strategic plan was presented to Trustees in July 2014, and Action Planning Teams were created to propose recommendations for key focus areas. The Strategic Plan began implementation on July 1, 2015, the start of the new fiscal year, along the timeline as follows.

<i>Strategic Plan 2020 Timeline – January to June 2015</i>	
Feb-Mar 2015	Employee meetings to discuss recommendations and impacts to programs and operations; hear ideas and concerns, and share plans for developing division tactical plans and budget projections for FY15-16.
Feb-April 2015	Develop 3-year division tactical plans (including annual operating plans and budget projections)

May 2015	FY15-16 strategic context and budget presented to Trustees
June 2015	FY15-16 budget presented to Trustees
July 1, 2015	KS begins new fiscal year under unified direction

Vision 2040 and SP2020 transformed the qualities and measures by which all KS programs and the organization as a whole will be evaluated, through the year 2020. The effectiveness of the Board’s Strategic Plan yielded results that aligned educational, financial, and organizational strategies toward the same objective: to significantly increase the success rate of Native Hawaiians in college, career, and leadership pursuits. One major initiative derived from this objective is the formulation of Educational Pathway Milestone Targets for Native Hawaiian Learners as described in the KSM School Profile chapter. 2015-2020 Kūhanauna: A Generation on the Rise, Table 1, pg. 14, compares the most recent informational data available for each milestone and targeted goal for 2020. Listed side by side, the data compares KS Schools with All Native Hawaiian learners (NH learners) providing baseline data of where we are now and targeted data for where we endeavor to be in 2020. In March 2017, CEO Jack Wong and Community Engagement & Resources Group VP Ka’eo Duarte led a Community Meeting sharing the Education Pathway Milestone Targets for Goals with community members and KS stakeholders at KSM. This meeting was hosted by Venus Rosete-Medeiros, KS Regional Director and other KS staff facilitated the meeting during the activity sessions.

8. For schools with a religious affiliation: What is the relationship of the Board of Trustees of the school to the governing Board of the religious institution or sponsoring organization, and how effective is this relationship in serving the mission and supporting the independence of school operations?

KS is an independent school, which promotes Christian values in its schools, but is not governed by or beholden to any religious institutions or sponsors. KS does have a historical relationship with the Congregational Church (the United Church of Christ today).

The Board of Trustees supports KSM’s covenantal partnership with the ‘Aha O Nā Mokupuni O Maui, Moloka’i a me Lāna’i. The mission of the school is strengthened by the opportunities that are presented for students to practice their faith through this partnership. Within this relationship, KSM has formed a Deputation team which regularly meets with the Deputation teams from other campuses, engages in servant leadership to Kalaupapa Settlement annually,

as well as other local projects, and provides KSM facilities as needed for larger Mokupuni gatherings. [Supporting Documents](#)

9. Assess the clarity and effectiveness of the separation of the Board's role, purview, and scope of authority from those of the administration.

The role of the Board of Trustees is outlined by the Will of Ke Ali'i Bernice Pauahi Bishop and has been further refined by the Hawai'i Probate Court through the mandate noted in the introduction to this section.

KS Governance Policy 100[T]54 provides the governance framework for guiding the Board of Trustees in overseeing and administering the Estate of Ke Ali'i Bernice Pauahi Bishop, and fulfilling the mission of Kamehameha Schools by operating with a CEO-based management system. Within this system, the responsibilities and roles of the Trustees are as follows:

- Ensure that the intended beneficiaries are served in accordance with the Will of Ke Ali'i Bernice Pauahi Bishop, and monitor the success of KS in fulfilling its mission.
- Oversee the development of and approve all strategic policies affecting the administration of KS, especially its educational, stewardship and financial objectives.
- Ensure that KS and its assets are managed prudently and exclusively for KS' charitable educational purposes consistent with the terms of the Will, orders of the Hawai'i Probate Court, KS Strategic Plan, the KS Educational Strategic Plan, all other Strategic Plans and resulting implementation plans, KS' tax exempt status and applicable laws.
- Monitor and review financial reports and projections and be accountable for KS' financial well-being, including its endowment, as it relates to carrying out financial responsibilities.
- Review and approve the annual budget and ensure that effective fiscal controls are established.⁵⁴ Policy 100[T] found in its entirety at http://ksonline.ksbe.edu/policies/100_Series/100/100pol.Chapter 14: GOVERNANCE • Kamehameha Schools Kapālama 2017 Self-Study¹⁶³
- Hire, support, and provide guidance to the CEO; set goals and objectives for the CEO; evaluate and monitor the CEO's performance; and, where appropriate, remove and replace the CEO.
- Consult with the CEO to ensure that management development, compensation and succession plans are in place for executive management positions.
- Approve plans for any major organizational or program change. In addition, the various policies and procedures provide further clarification and distinction between the authority of the

Board of Trustees and the role of the CEO, and of those who must administer the day-to-day affairs of the School.

10. Based on the responses to the questions above, what are the two or three most important areas that the Board of Trustees should address with respect to strengthening governance and meeting major needs of the school?

Build effective and efficient systems throughout the organization that:

- Communicate and carry out the organizational wide goals throughout the KS system.
- Communicate and carry out the SP2020 goals.
- Communicate and carry out the administrative leadership goals throughout KS Maui.

Chapter 15: Administration



Artwork by Ronson Iniba, class of 2018

Section V: Institutional Stewardship and Leadership

Chapter 15. Administration

The Head of School and administrative team have full responsibility for developing, leading, and supervising the operations of the school. The administration's responsibilities entail collaboration with the Board regarding strategic issues and also with the faculty and staff regarding the school's efforts to build and sustain a high quality program. It is the work of administration to build a professional culture where the faculty are committed to their own development as teachers and learners; where curriculum is regularly reviewed and renewed; where communication is open and frequent; where future directions arise from a clear educational vision and a spirit of collaboration; and where every adult is committed to the nurture and support of every student.

Standard 15: The administration effectively leads the school in assessing, planning, and innovating, as well as in managing the educational program and the overall operations of the school. The administration takes responsibility for establishing and maintaining a healthy, collaborative, and supportive environment for teaching and learning, and it actively promotes ongoing school improvement.

Indicators of meeting Standard 15: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. The school's administrative leaders, working in collaboration with the Board, prepare for the next stage of growth, help to organize strategic planning processes, and plan for resources needed in the future.
2. The school's administrative leaders provide direction and deploy resources to sustain and improve curricular and co-curricular programs and to make the student learning experience as positive as possible.
3. The Head of School, who is qualified by education, experience and abilities, effectively articulates a shared educational vision and embodies the values of the school in his or her work.
4. The members of the school's administrative team are qualified by education, experience, and abilities to carry out the duties and responsibilities which are delegated to them and to support the school's efforts toward institutional improvement.
5. Opportunities are provided for administrators, faculty, and staff to be involved in the planning and decision-making processes concerning professional development activities.
6. The administration ensures that there are communication channels available to students, parents, faculty, and staff to offer suggestions and voice concerns.
7. The Head and administration work effectively together, both individually and as a team, modeling the kinds of collaborative professional relationships they seek in faculty.
8. The Head makes it a priority to develop and sustain a mutually supportive working relationship with the Board Chair and Board members.
9. The Head and administrative team members communicate effectively with one another and with the faculty and staff. The faculty and staff experience this communication as being regular, reliable, open, honest, and effective.

There is no Baseline Requirements Checklist for this Standard.

1. What are the strengths of the administrative team, and how are they reflected in the environment that the school has created for teaching and learning?

The strengths of Kamehameha Schools Maui's administrative team include the following:

- **Dedication to the Vision & Mission:** This guides our decision-making, serves as inspiration and is an intellectual, spiritual and moral compass.
- **Diversity of Talent and Experience:** KSM's administrative teams are groups of individuals with a range of evolving experience and skills. This diversity provides multiple lenses through which issues can be examined. KSM works to deepen mutual respect, understanding and appreciation of the richness and opportunity that comes from leveraging different perspectives to ask perceptive and provocative questions, rigorously test ideas, understand, inspire and act.
- **Culture of Consultation:** The all-campus administrative teams meet at least once within a six week cycle and focus on updating each other on operations and issues, problem solving, assessing, and planning for upcoming events, setting expectations and deadlines. Each division also has Leadership Teams which meet at least once a month. The driver of the agenda is to generate new thinking around change, student needs, and organization-wide initiatives. Open exchanges are valued to collaboratively explore without the expectation for consensus to be reached by the end of the session. The aim is to build a culture of frequent check-ins; one that expects multiple layers of consultation before decisions are reached. There may be instances when people make unilateral decisions. These strengths all serve the Administration in the ongoing work of maintaining balance in the dynamic tension created in KSM's desire for autonomy and accountability. This may result in frank [feedback](#) which can be difficult.

2. What structures and practices are in place to ensure effective communication among administrators individually and as a team, and between administration, faculty and staff?

The KS organizational structure is comprised of seven major operating groups, with the leader of each group reporting directly to the CEO. The CEO and his seven direct reports comprise 'Aha Kūlia, which means a council that strives, or makes a great effort. The seven groups are Education, Administration, Communications, Community Engagement and Resources, Finance, Legal and Strategy and Innovation. KSM has developed layers of administrative leadership that are both hierarchical and permeable:

- See [The Kamehameha Schools Organizational Chart](#)

- The CEO & EVPs, along with the Board of Trustees, have the responsibility for oversight of all aspects of student life and school operations.
- The EVP of Education leads the Education Group that delivers educational programs, services and support at KS' campuses and preschools, in community and cultural programs, and through networks and systems work.
- Ka'ipono is led by the Po'o Kula and membership includes the Curriculum Director, Nā Po'o Kumu (Principals), Hālau 'O Kapikohānaiāmālama (Summer Programs) Director, Director of Campus Operations, Senior Administrative Assistant, Hawaiian Protocol Facilitator, Parent Community Coordinator, Kahu (Chaplain), Campus Strategic Initiatives Director, Athletic Director, Human Resources Manager-Neighbor Island/Maui & O'ahu, Maui Admissions Manager, Educator Initiatives Manager-Nā Kula Kamali'i (Preschools), Community Engagement & Resource Group/Regional Director-Maui, Moloka'i & Lāna'i, Land Administrator/'Āina Ulu-Maui, Moloka'i, Hawai'i ('Āina Engagement Division). The monthly meetings are opportunities for the entire region to come together to participate in learning, sharing and growth with the primary responsibility to provide the direction and foundation for the campus – with a high level of attentiveness to students and their families. They work in concert with Tri-Campus leadership to plan and design KSM's implementation of the KS 2020 Strategic Plan and other Tri-campus/Organization plans and initiatives – grounded in Hawaiian culture/place based learning.
- Ka'ia'o membership includes the Po'o Kula, Nā Po'o Kumu, Nā Hope Po'o Kumu (Assistant Principals), Curriculum Director, Curriculum Coordinators for each division, Instructional Observers, Hālau 'O Kapikohānaiāmālama Director and Learning Designer/Facilitator and Campus Strategic Initiatives Director. These leaders leverage their strengths and expertise to provide instructional leadership for the campus and teams. It is a pool of stakeholders whose core function is to ensure students are provided with dynamic learning environments, facilitated by teachers who continue to have the capacity to deliver excellence in instruction.
- Kaleiaoua members are the Po'o Kula, Curriculum Director and Nā Po'o Kumu. The focus is focused on classroom visitations, dual operating system work and strategic planning.
- Ka'iākūpa'a membership includes the Po'o Kula, Curriculum Director, Nā Po'o Kumu, Director of Campus Operations, Fiscal Coordinator, Senior Administrative Assistant, Campus Strategic Initiatives Director and Hālau 'O Kapikohānaiāmālama Director. This body collectively processes education, fiscal, infrastructure and management tasks specific to the campus and the divisions as a unit.

- Divisional Leadership Teams are comprised of selected teachers (either by grade level or subject representatives – varies by division). They have responsibility and oversight for the implementation of all directives from the aforementioned groups and are given discretion to use their teams as meets the needs of the students within their division.
- A Community of Practice was established in 2017-2018 for Nā Po‘o Kumu and Nā Hope Po‘o Kumu. This group gathers monthly to refine and develop their capacity as instructional leaders, evaluators who design systems of continuous improvement for and with their division

While organized into specialized units, the school has designed structures for consensus decision-making and aspires to a distribution of responsibility. This has been achieved to varying degrees in different parts of campus. [Supporting Documents & Meeting Notes](#)

3. How have the professional growth and development goals for administrators been determined and pursued? Has this process been effective in developing needed strengths in administration?

Professional growth and development goals for administrators are generally determined and directed by each individual with the following support:

- The consultative culture of the school encourages people to informally seek mentors and become mentors for professional development. Regular performance review cycle meetings provide opportunities to share information and identify colleagues who can nurture individual professional growth as well as colleagues who may need support.
- The development of annual critical SuccessFactors™ goals for the particular areas of oversight for each administrator provides the opportunity to reflect on the knowledge and skills that may need to be developed to achieve goals.
- When a specific critical need or interest is noted, whether individual or institutional, administrators seek out targeted opportunities to develop their knowledge and skills.
- Administrators have discretion over allocated divisional funds to support professional development opportunities: purchasing books and subscriptions, attending conferences, visiting other schools and consulting with external resources.

The process has supported achievement of most goals, because of consistent check-ins with Po‘o Kula. There is an expectation for ongoing reflection and progress. [Supporting Documents](#)

4. What avenues and programs are in place that helps to develop leadership capacities among current and potential administrators at the school?

The school provides informal and formal support to develop the leadership capacities among current and potential administrators:

- In an effort toward responsible succession planning, individuals are encouraged to participate in division, school-wide and tri-campus teams. Prior practice was that individuals were selected and groomed for leadership opportunities through in-house selections by administrators. While this practice is well-intentioned, it doesn't always sit well with some staff and faculty. The consultative culture encourages individuals to express their interest in leadership development to administrators who can then suggest and support experiences and professional development to advance individual goals.
- A clear system for graduate tuition support was instituted by the KS with a portion of tuition for a Master's Degree or a Doctorate (in approved programs) provided for administrators and faculty.

5. What is the role of administrators in clarifying the school's professional expectations for faculty and in addressing deficiencies in the quality of any teacher's performance?

The current processes for clarifying professional expectations for faculty are collaborative efforts that have generally served us well to define best practices in teaching, learning and addressing challenges. KSM continues to develop practices that communicate and model the professional expectations of the faculty. An example of this is the walk-through/ instructional rounds protocol that administrators used in 2016-2017 academic year to observe teachers campus-wide for professional growth.

All employee evaluations are done through SuccessFactors™ a performance management program. Within this system each employee records his or her individual goals based upon their specific role and responsibilities. Together, the direct supervisor, e.g. Po'o Kumu or Hope Po'o Kumu, and employee review goals and collaborate on key criteria for determining goal achievement. Mid-year checks provide an opportunity to update progress and make any potential changes to the plan to meet identified targets.

In addition, teachers use a set of systems through Frontline™ called PD and Evaluation, formerly, My Learning Plan Observation and Appraisal System OASYS™. The Danielson FT, adopted organization wide in 2010, is the design base of the program. (See Appendix for forms and examples). The use of this rubric between the supervisor and teacher helps guide their growth and development according to components, aligned to standards and grounded in

leveled descriptions which acknowledge the complexity and cognitive demands of teaching. In addition, KSM uses the Professional Management Evaluation Process (PMEP) – monthly meetings of the Ke Po‘o Kula, Ka Hope Po‘o Kula, Curriculum Coordinator and the Instructional Observer to review current observations and coaching needs. It helps to share not only data but recommendations for professional development, professional learning community topics and growth opportunities.

The intent is to guide teachers toward internal reflection and self-improvement. Using the rubric, the administrators anticipate the transition will develop skills that reinforce an environment where self-directed approaches by teacher & staff are the norm. When the issue at hand is deficiencies in the quality of a teacher's performance, the Supervisor who has oversight of the faculty member is the main point of contact for initial consultation, coaching, documenting, communicating, creating and implementing a plan of action to address the concerns. The principals, if not the direct supervisor, are consulted from the start and, depending on the degree and seriousness of the noted deficiencies, directly involved earlier in the process. The goal is to establish a plan of action for improvement, addressing areas of concern and inclusive of overall performance.

The ultimate responsibility for decisions in both hiring and non-renewal of contracts based on performance lies with the Ke Po‘o Kula, Ke Kumu and Ka Hope Po‘o Kumu.

6. How do administrators, individually and as a team, gauge institutional and program needs? Describe how they typically deploy resources to meet these needs. Are these processes effective?

Each administrator, at all levels, is responsible for identifying and addressing specific institutional, instructional, curriculum and program needs. The consultative culture encourages considerable feedback to be gathered from appropriate constituents. Information is then synthesized and shared for additional feedback, as KSM works to identify and understand the challenges and needs. Regularly scheduled meetings at all levels of faculty and administration interaction provide ample opportunity for consultation before directions are set and decisions are made.

There are multiple means for the deployment of resources, including those that may be provided through individual administrative action as well as by committee decision:

- Faculty requests for curricular needs are reviewed by the principals and their administrative teams before resources are deployed. Depending on funding source, the Director of Curriculum is also consulted.
- The principals have allocated budgets and resources to use at their discretion to support the curriculum and program needs of their divisions.
- The EVP of Education & Ho'olaukoa Systems and Strategies have resources and allocated budgets to use at their discretion to support the institutional, professional development and program needs.
- Each grade level and department represented has resources to use with the approval of its administrators to support institutional and program needs.

7. How do the head and administration manage the aftermath and challenging outcomes from difficult decisions? Cite an example that illustrates key dynamics.

KS Maui's management of the aftermath of challenging outcomes from difficult decisions begins before the decision is made:

- Where the decision point lies is identified by the Trustees, CEO, EVPs, then the Po'o Kula. Although consensus is desired, there is acknowledgement of who is responsible for making the final decision and are committed to respecting and supporting this decision.
- If additional consultation is needed, these parties are identified and a follow up is planned.
- The pre-decision conversations include anticipating reactions to the decision from many different lenses and points of view, exploring how the responses will reflect the mission of the school and the specific dynamics of each governing body.
- Once a decision is made, the teams create carefully craft communication of the decision and tentative plans for managing potential challenging outcomes that include relying on high levels of expertise within the KS Maui community.

The most recent example of the loss of the Po'o Kula in 2015 and the immediate need to fill the position clearly followed these protocols. Not only was the entire KSM community called in for the announcement but the CEO and Vice President of Education made the transition decision for an interim Po'o Kula. They made the announcement and the administrative team rallied their divisions – keeping the students as the focus of conversations & consolidating/maintaining effort on their best interests.

8. What are the most significant dilemmas that the Head and administration face that do not have easily identifiable solutions? What headway, if any, has been made in these areas?

1) Transition and change in the composition of the KSM community is forefront. In the last several years there have had several interim leadership positions. The organization has had a new CEO who is initiating new administrative structures. Based on demographics, KSM has and will continue to experience large numbers of faculty and staff retirements over the next several years. Additionally, the economic pressures of life in Hawai'i continue to impact us and independent schools in general.

Headway:

- There is an eagerness in the emerging and evolving administrative teams to attend to these issues in the service of students. Ho'olaukoa and KS Maui Curriculum Department seek to continue to develop outstanding faculty.
- New Administrative structures and communication of organization through charts are beginning to assist in settling from transition to addressing and meeting the SP2020 goals already in motion.

2) Balancing and leveraging the challenges and opportunities that stem from the tri-campus, KSM size & structure; autonomy/accountability, clarity/ambiguity, fiscal responsibility/abundance mindset.

Headway:

- The administrative team, especially the Po'o Kula, is committed to communicating clearly and with integrity how any actions align with the mission of the school.
- The accreditation process aside, the organization has been spending a good deal of time understanding and articulating policies and programs clearly and authentically. This section's committee believes there is still good work to do in this space.
- Teachers and staff see an urgent need for a clearly defined, communicated and broadly understood philosophy of instruction, drivers and priorities that unites the school and helps KSM exist in these liminal spaces.
- The work of Ho'olaukoa Strategies and Systems, SP2020 and the KSM SBCP is taking shape but has several initiatives and many moving parts within the initiatives (e.g. Transfer Goals, E Ola!, defining World Class Hawaiian Culture-Based Education, Kapikohānaiāmālama)

3) Balancing/Aligning the school as a Tri-Campus/K-12 unit.

Headway:

- KS Maui continues to create more opportunities for the school to leverage the collective expertise of a K-12 faculty and administration. There is a continual examination of how the day is structured. There is a desire to leverage more student connections across campus (mentoring, partnering). Administration continues to refine what are tightly held expectations organization wide and where the campuses set their own expectations and alignments.

4) Finding ways for a successful school to have a sense of urgency for curricular innovations.

Headway:

- Across campus, the work is in reimagining educational paradigms and also how resources (particularly the “learning centers”) are deployed to serve that new paradigm. Groups of faculty have been engaged in this process, and upcoming plans and expansion of Kapikohānaiāmālama, the KSM Native Hawaiian Cultural Gardens calls us to continue rapid prototyping in this zone. Also, Professional Programs at KSM connects educators to thinkers in the fields of the future of education and emerging best thinking on pedagogy and instruction. Faculty inquiry with respect to these themes is highly supported and encouraged. Still, developing a sense of urgency for curricular innovation continues to be a dilemma.

9. Based on the responses to the questions above, what are the two or three most important areas that the school should address with respect to the administration or the challenges that lie ahead for it?

1) Transition and Change

- Leadership capacities and supporting the new Po’o Kula.
- Managerial challenges and opportunities. There will be, as in any new leadership transition, need for re-tasking, and in a supportive community, being challenged with having necessary difficult conversations to move forward.
- Examining operational redundancies and inefficiencies.
- Examine areas of responsibility, function and role particularly in dual-principalships.

2) Clarity, Communication & Transparency

- Providing better clarity, communication and transparency in the protocols/systems/actions at all levels to ensure decisions are in the unbiased best interest of the school.
- Decisions that impact schedules and responsibilities should not be unilateral.
- Clearly delineated lines of responsibility and decision making should be an expectation.

- Consistent and transparent decisions around any and all change, with clearly communicated roles and leadership – particularly around initiatives (including but not limited decisions about additional programs and expectations).
- Explanations of purpose, impact and value of requests, participation and decisions.

3) Curricular Innovation & Change

- Evolution of libraries, learning centers, maker spaces and labs-including specialists/librarians in decisions
- Aligning the school as a Tri-Campus & K-12 unit.
- Create more opportunity for a K-12 professional community
- Evaluation of current programs, initiatives, designs--- decisions for continuing programs based on data reflecting impact on instructional impact and student gains/benefits

Section VI: Institutional Improvement & Sustainability



“Hohonu nō ke kawa”

A deep diving place indeed

Chapter 16: Self-Assessment, Decision-Making, & Change



Photography by Lexi Figueroa

Section VI. Institutional Improvement and Sustainability

Chapter 16. Self-Assessment, Decision-Making, and Change

Taking stock of a school's institutional health on a regular and ongoing basis and analyzing the resulting information and data to guide change and improvement are important key elements in developing long-term institutional vitality and sustainability. Substantive school improvement is built upon an examination of meaningful data that reveals trends, and change requires a candid assessment of strengths, needs, weaknesses, and opportunities. Schools that ignore data gathering and analysis in major decision-making place themselves at risk, as it is challenging to make consistently wise institutional choices when important facts are unavailable. By contrast, sustainable schools analyze data, ascertain its meaning, and use it to inform and guide institutional change initiatives. The data gathered through this process can help not only to deepen the understanding of challenges facing a school, but also to promote collaborative reflection, planning, decision-making, and, ultimately, school improvement.

Standard 16: The school regularly engages in assessment practices that include the collection, analysis, and effective use of relevant data. This data is employed in evaluating the school's educational programs, as well as in informing decision-making in other areas of school operations. The school readily identifies and promotes changes needed for school improvement in a manner that marshals sufficient resources and garners the community support necessary for successful implementation.

Indicators of meeting Standard 16: *Schools that are meeting the standard at a high level will typically exhibit most or all of the following indicators.*

1. Student performance data and information gathered about student learning are used to inform ongoing instruction, program review, and revision.
2. The staff has a clear role in organizing and providing useful data indicators of school health and effectiveness.
3. Board members and staff are experienced and adept in the use of data in decision-making.
4. Avenues are created for students, parents, school personnel, and alumni/ae to provide feedback on the school's effectiveness and considerations for improvement and change.
5. Data and information gathered about student learning guide a systematic professional development program designed to achieve continuous improvement.
6. Major change initiatives are a) based upon the analysis of relevant data, b) carefully planned, c) guided by the school's mission, d) communicated to constituencies, and e) monitored through an accountability plan.
7. The school additionally uses data from external sources to understand social, demographic, economic, and other trends and to inform its decision-making.
8. There is broad appreciation within the school of the importance of a strong capacity for institutional self-awareness and of sustained engagement with the understandings that such awareness provides.

Baseline Requirements Checklist for Standard 16: *Schools are typically expected to fulfill all of the baseline requirements listed below, as they are essential to the operation of an effective school. If the school responds "no" to any of the items, an explanation for that response is necessary and can be entered at the end of this section below the checklist.*

1. The school fully completes the annual data entry in all sections of the Independent School Dashboard.
Yes No
2. The school participates fully, accurately, and in a timely manner in the data collection undertaken annually by HAIS and NAIS.
Yes No

Questions: *Please respond to each of the following questions, keeping in mind that they are intended to promote institutional self-reflection and depth of thought. Responses that display insight and succinctness are preferred over those that rely heavily on sheer volume and length. If, in order to avoid potential redundancy, a school chooses to answer two or more questions simultaneously with one essay response, it should be clearly indicated.*

1. Using three major change initiatives in the last five years, demonstrate how data was used to identify a challenge and formulate the needed change. How does the school assess the effectiveness of the new initiative?

- KSM used feedback data from the previous accreditation to adopt the Standards-based Curriculum Process (SBCP) to boost teacher leadership and voice while also driving K-12 curriculum alignment. The process started with an SBCP needs assessment which was used to determine the course of the work. Over the last five years, we successfully completed 5 levels of the SBCP process to:
 - Identify divisional teacher Liaison Teams who helped to inform and lead the process.
 - Define vision statements for student success across all divisions.
 - Build an aligned reading comprehension K-12 staircase, including reading in the content areas.
 - Develop associated reading performance tasks and rubrics.
 - Implemented a cycle to inform data-driven instruction and differentiation using performance task data.

We have implemented systemic pieces to assess the effectiveness of this initiative:

- Key to the success of the implementation was an internal vertical alignment that was used to assess the effectiveness of the work being completed at the divisional level and then across divisions. It is clearly evident in the vision statement from each division and vertically aligned staircase.
- Alignment to high level external standards, the Common Core State Standards and National content standards, also ensured that the reading comprehension staircase met rigorous standards.

- In 2015-16, teachers created and piloted performance tasks and rubrics, and used the student data to refine their tasks and/or rubrics, as needed. In 2016-17, teachers refined their tasks and created pre- and post-assessments to look for student growth. When analyzed, the data will be used to inform different aspects of the work like quality of the performance task, effectiveness of the rubric, alignment of the classroom instruction, and student progress.
 - The entire SBCP process has been supported by our Curriculum Department and our Curriculum Coordinators, who leads the work of the Liaison Teams.
 - SchoolRise consultants were assigned to each division and coached the divisional Curriculum Coordinators and Liaison Teams through the work, including self-assessing the work within divisions.
 - In May 2016, all divisions earned a certificate from SchoolRise for successfully completing Levels 1-4 of the Standards-based Change Process 7 Levels of Success.
- In 2010, just prior to the school's last self study, the KS Educational Group adopted the NWEA Measures of Academic Progress (MAP) test, as the standardized test that would help define student achievement and compare the work being done across campuses. KS Maui initially tested students in grades K through 12, three times a year to benchmark their academic progress in reading and math. Testing now occurs from kindergarten through tenth grade, with grades 11 and 12 aligning with the PSAT and SAT tests. During the implementation, educators received professional development in learning how to use the different components of the test to support student achievement.

We have direct and in-direct measures that can assess the effectiveness of this initiative:

- In-directly, we can look at how teachers are using the data to inform instruction and their understanding of the Learning Continuum components within the program to address student academic growth. From grades K – 10, systems are in-place where educators are using data to inform instructional decisions for individual and groups of students. In elementary, teacher PLCs use data to inform instructional groupings and the support students get on a more individual level. At our middle school, school-wide reading focus strategies were implemented based up this testing data. At high school, NWEA MAP data has driven master scheduling changes to respond to the needs of all students.

- Ultimately the direct indication of this initiative’s effectiveness is visible each spring when students are assessed on what they have learned and their academic growth over the school year.
- Kūhanauna, our Strategic Plan 2020, data showed that 50% of KS graduates completed post-secondary education/training. This data, along with the educational trends calling schools to prepare students to be College and Career Ready (CCR), drove change initiatives at the Tri-campus and individual campus levels.
 - Most prominent of these changes is the implementation of Naviance, “a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.” (<https://www.naviance.com>) Implementation started at our high school and has moved to our middle school in 2016-17. Naviance prepares students for college and careers through career exploration, academic planning, and self-discovery resources and tools.
 - More recently, Nā Kula Leadership Team adopted higher NWEA MAP test standards, SBA standards in grades 3 – 5, and ACT 22 and 24 in grades 6 – 10, to meet higher CCR standards. (note the linking study reported by NWEA) The previous grade level standards were set at the 40th percentile.
 - KS Maui was granted an additional Post-High School Counseling TAP through the organization’s business case approvals in March 2017. The hiring of that position was completed in May 2017.

EPM Goal 5 calls for 67% of KS graduates to complete postsecondary education/training by 2020. While we wait for our classes of 2016 and 2017 cohorts to matriculate through their postsecondary decisions, there are key milestones that can determine progress made on these new initiatives.

- Right now, a key milestone in determining the effectiveness of Naviance is the implementation. Initial implementation efforts were supported by releasing counselors from their daily duties and/or adding temporary TAP to middle school and high school as they created goals, processes, and expectations. Through data, observations, and presentations, we know that Naviance is being implemented from grades 6 – 12. In the case of middle school, after counselors have given the lesson, advisory teachers support students to complete Naviance lessons before the counselor is scheduled to do the next lesson.

- The effectiveness of raising NWEA MAP test scores to meet CCR standards can be determined through a number of variables.
 - A brief description around NWEA educator professional development at NWEA Fusion to understand the testing tool and how divisions are using data to inform practice are two current ways to understand the effectiveness of how this can impact EPM 5. (See chapter 11 list of professional development courses taken)
 - Improved teacher classroom practices are also another variable that determines effectiveness of the initiative. As one administrator stated in their mid-year professional reflection, “I’m trying to impress upon my teachers that it’s not the NWEA target that we should solely focus on, but rather reflect on teaching strategy/instructional approach that impact student achievement. If we believe that strategy/approach leads to impact on student achievement, then we should do well, regardless of the assessment (NWEA, PSAT, SAT).” This work can be accomplished through aligned divisional goal setting and professional development as well as individual teacher growth through the PMEP process that includes teachers setting their own professional goals, applying effective coaching practices, and classroom observations that support growth in classroom strategies. (See PMEP game plan document – not yet finalized)
- The effectiveness of our new postsecondary counselor is yet to be determined but we feel confident in our new hire as she has worked in this capacity with us and will now have more dedicated time to build alumni support systems to reach this EPM outcomes. We believe that she is the right person for this position.

2. How does the school educate the faculty and administration in the appropriate use of data to inform instruction and improve teaching and learning? What if anything can be done to make these educational efforts more effective?

As noted in the previous question, each division uses data to make informed decisions to improve instruction and elevate learning. The school utilizes multiple means by which faculty and administration are educated in the use of data, some examples include:

- Faculty members attend professional development training in areas in which the use of data is shared. Examples include NWEA Fusion Conference and Professional Learning Communities.
- At the divisional levels, administrators and Curriculum Coordinators lead teachers through discussions around achievement data to inform their practices.

- Elementary has committed to using a PLC format in which teams of teachers regularly look at student data to provide appropriate level of intervention and enrichment.
- Middle School uses data to inform school-wide reading initiatives.
- In high school, adjustments to the master schedule to add support and enrichment classes was an outcome of their conversations around student data.
- At the campus level, administrators engage in rigorous conversations around how to deepen our knowledge and enhance our skills in collecting observational data and using that information to guide professional reflective conversations with teachers.
- Principals also use student achievement and observation data to guide the development of their school improvement plans. The Head of School and Director of Curriculum collaborates with principals, including the effective use of data, to build those plans.
- A tri-campus Data Portfolio database is also being piloted which increases immediate access to real-time data sets from multiple assessments (NWEA MAP, PSAT, SAT). Previously, users would need to access different data points from different programs or people which limited data access and usability.

As with all things, we have room to grow in our data literacy and use. We need to drive towards effectively using individual student data to individualize and differentiate instruction. Responding to generalized data sets can masquerade individual student needs. We also need to continue to build intervention systems that attack immediate learning needs and can respond to larger student learning deficits. Teachers would benefit from receiving formative assessment training and students will benefit when those practices allow teachers to use timely data to inform them of student progress. Administrators are aware of these needs and are responding. Teachers are being offered professional development and are working on differentiated instruction, formative assessments, student engagement, and standards-based grading. Administrators are driving towards building strong data-based systems by taking teams to trainings on Professional Learning Communities and Response to Intervention. As mentioned, master schedules are being manipulated to create time and space within the day to meet the personalized needs of our students.

- 3. In its decision-making processes, how does the school simultaneously encourage innovation and manage risk as it plans for the future or contemplate change? Provide real examples.**

In presentations to the different KSM divisions on January 6, 2017, CEO Jack Wong encouraged faculty and staff to think differently about our work to have a greater impact on our students and lāhui. In one example, he asked us to break through the dichotomy between our school being Hawaiian culturally-based or a college prep program by first replacing the “or” with “and,” stating very clearly that we can do both. Then he took it a step further and replaced “and” with “drives,” stating that Hawaiian cultural-based education (HCBE) is our competitive advantage to the world and it should drive our ability to get students to college and develop well-rounded, future leaders. In this example alone, our CEO is resetting the norms and encouraging innovative thinking through an HCBE lens. CEO Wong has addressed the simultaneous balance stated in the question by encouraging the organization to make the best informed decisions, move with urgency, and then course correct if we recognize that a mistake was made. A similar message was shared by Executive Vice-President of Education Dr. Holoua Stender to our parents at our ‘Ohana Engagement Parent Evening on April 12, 2017.

We share these messages from our senior leaders because we are being tasked with producing higher educational outcomes from the campus than ever before and using resources to impact Native Hawaiian learners beyond our campus borders. Since joining our campus in June, 2017 as the new Head of School, Dr. Scott Parker, has also challenged teachers to be innovative and challenge the status quo.

To meet these immense outcomes, we need to recognize the need to think differently, be innovative, and take risks. The organization recognizes the need to take risks to attain the high aspirations of our Strategic Plan 2020 and Strategic Vision 2040.

From a school perspective, leaders are managing the innovation and encouraging risk-taking by:

- Providing consistent messaging that encourages innovation.
- Aligning our actions with our CEO’s message.
- Ensuring that the innovation aligns with educational goals and student needs.
- Being planful of our campus vision and innovations, while being flexible enough to move and modify when needed.
- Modeling, as leaders, the behaviors we want to see in our faculty and staff.
- Working closely with our support divisions to manage and mitigate unnecessary risk.
- Finding and celebrating the early wins of innovation.

- Planning for programs or processes aligned to growth mindset criteria.

We have amazing examples of early wins of innovation that required some managing of risk. In these examples you will see elements of the previously mentioned bulleted list that helps leaders manage the balance of innovation and risk.

- Ka'īākūpa'a Combined Walk-throughs: Campus education leaders modeled innovative practices while managing risk in our monthly Combined Walk-Through professional development meetings over the last two years. Implemented to first understand and observe teaching practices across all grade levels and build a stronger K-12 system, principals risked opening up their divisions and teachers their classrooms to other administrators to be viewed and judged. The team built expectations and the Head of School drafted a letter to teachers explaining the objectives and practices that would be used. The process continued for a second year, 2016-17, where principals adopted the Instructional Rounds model. The educational administrators modeled collaboration and open campuses to learn together and improve their own practices. This was an innovative professional growth practice and risky proposition for our principals but handled very professionally for all involved. The added benefit is that principals have interest in moving this Instructional Rounds model to the teacher level to initiate peer to peer observations as a professional growth opportunity. auspicious
- Kapikohānaiāmālama: The SP2020 and our Ed Tactical Plan calls for 'āina-based learning to happen outside of the walls of the classroom. With KS lands mostly in Lahaina and very limited access, campus leaders and educators refocused our efforts to create a outdoor learning lab on an undeveloped bluff on our campus. We submitted an proposal in school year 2015-16 to approve budget that would allow us to do the work. When the proposal was denied, campus leaders agreed that the project was strategically correct and committed to move forward. The risk was not having adequate campus funding and not having the necessary personnel to make impact. In a very bold move, our Director of Campus Operations supported the project by dedicating 20 hours of one of his groundskeeper to the project. We have been creative in funding interns and other community collaborators to also support the project with expertise and classroom support.
- Papa Ho'okele: This was a pilot high school course that taught students the knowledge and skills to sail a Hawaiian voyaging canoe, with the final exam being an actual sail aboard

Mo'okiha, Maui's voyaging canoe. This is an example of HCBE. The content is grounded in ancestral wayfinding knowledge and the transfer of skill involves a real-life problem-solving and application. Innovation and risk-taking was necessary in the early stages of approval. Our Academies Principal worked closely with our legal and risk management groups to build the parameters of student safety. About a month after the formal classes, the students and their instructors sailed the canoe to Moloka'i transporting the students to the Makahiki celebration, and then back again when the celebration was over. The benefits of the successful completion of this pilot course is significant as it truly symbolizes the risk that our organization is willing to take to provide our students with an amazing learning experience. The course was co-taught by KS educators and a Hōkūle'a apprentice navigator. Papa Ho'okele is a story of the successful co-existence of innovation and risk that can be the symbol of transformation for our campus. Because of this training, our students have been invited aboard Mo'okiha as it sails to O'ahu to greet Hokule'a and its return to Hawai'i after its three-year Mālama Honua world-wide voyage.

4. What data that the school does not currently have would aid decision-makers in their work of leading the school? Is there potential data regarding factors that are hard to measure that the school would find useful in decision-making and planning?

With the new cost per learner spending model being discussed at the organizational leadership level, we would benefit from a process, template, formulas, or algorithms that could assist us in learning about the impact of how we spend our dollars. Currently, we have staff assessment practices, student achievement outcomes, or other measures of student output from each class that could help to answer these questions from an educational and HR standpoint. We can use other traditional means to help us make decisions like participation in clubs or activities, number of lunches served, amount of students accessing the after school bus service, or service learning hours completed. While those measures help to tell the story, they do not easily determine impact to the student, family, school, or community versus the expenditure. Budgeting in this new era of KS requires deeper critical thinking of our leaders, greater flexibility in changing budgets as needed, and making tough decisions to possibly eliminate programs whose impact may not be worth the dollars invested. A possible outcome of a cost per learner campus evaluation may be the need for additional funding and resources to meet organizational and campus goals.

With the newly developed, system-wide E Ola! Learner Outcomes in place, there is a need to measure both academic and non-academic learning such as ‘ike kūpuna, mālama and kuleana, growth mindset and self-efficacy. The non-academic outcomes may be more difficult to track and measure in quantitative terms and assessments will need to be varied. A system or process to gather multiple data sets that allows for student choice, along with easy accessibility for all stakeholders, will be needed. School administration, teachers, students and parents will need access to timely data, in various forms, in order to assist in monitoring, supporting, and celebrating progress.

5. Using concrete examples, describe how significant change has occurred in the past at the school. When it has been successfully proposed, implemented, and embraced, what factors have made this possible? When proposed changes has not been implemented or when it has been implemented but has not been successful, what has impeded it?

- The goal of becoming a Kula Hawai‘i, a Hawaiian school, was a goal of the last strategic plan and has been implemented with some success. There are obvious signs of cultural practices and focus to build a Kula Hawai‘i. Haumāna are taught multiple ‘oli for different cultural protocols. Hula, mele, and ‘ōlelo have roots in each division. The success of these gains can be attributed to mostly our kumu who are responsible for teaching these areas. The move to a Kula Hawai‘i was not fully embraced by all at Kamehameha and a created a tension with the western educational paradigms and college preparatory approaches that laid the foundations of our educational programs and goals for many years. Without a clear vision fully supported and embraced by the stakeholders, the implementation had some success. SV2040 and SP2020 provides a contrast to past efforts. Creating a world class educational system based upon Hawaiian Cultural Based Education is THE direction of our organization and that expectation has been communicated very clearly. Campus leaders are clear on the direction, have been engaged in understanding HCBE, and have committed themselves to implementing this change. It should also be noted that deep organizational change takes time and the transformation of SP2020 may not have a chance of success if it was not for the Kula Hawai‘i movement of the earlier 2000’s and 2010’s.
- The SBCP process has been a long-term commitment by our campus educational leaders. Past work related to this process included earlier shifts to a standards based educational system. To say it was unsuccessful would be disrespectful to those who preceeded the current leadership in this area. Our ability to use the SBCP process to build an aligned K-12

reading comprehension staircase can only happen because our predecessors took on the challenge of moving our systems towards a standards based system. Without that work, the SBCP process would start from the lowest rung. Most change, whatever it may involve, can bring a level of anxiety, frustration, and dissatisfaction and impacts people in different ways. Yet we need to understand how foundations of change are laid, level by level. In the current SBCP curriculum renewal process, we have seen success because of the inclusion of the teacher Liaison Teams, a commitment from leaders to set aside the necessary time for teachers to complete the work, and teachers have received support at different levels to implement their learning. The K-12 focus has allowed our teachers to feel like they are part of a larger system and want to be accountable to one another to get their part correct. I would also attribute this success to our willingness, as a system, to take a humble approach to learn and be guided by experts in this work. We have been able to keep a stable team from our curriculum department who has learned the process and has been able to help translate it to the teacher level.

- Our current leaders were motivated to build a growth-mindset system and move away from a compliance system. Again, we needed the previous versions to better understand what worked and what needed to be changed to create something that is more viable in growing world class educators. Three years ago, it was common for teachers to have goals written for them and even for their reflections to be heavily guided. We were using a software tool that was not easily aligned to the teacher evaluation framework. Leaders continued to ask the right questions, be bold in their decision making to try new tools, and understand current best practices. Currently, we have shifted the system to be more teacher-centered and focused on professional reflection. Teachers collaborated with their supervisors on their goals. We have been able to implement software programs that are more aligned to our goals. It should be noted that due to factors outside of our control, we have used two programs over the last two years. Any frustration from teachers and administrators for that is understandable. Yet, teacher goals and reflections at the end of this school year showed significant growth from the previous two years. Even this new process was not error free. We included curriculum coordinators, instructional coaches, and vice-principals into some of the process but not all, and the teacher voice was absent. Yet empowering our administrators in this process over the last 18 months has yielded positive results.

6. As the school looks ahead at the prospect of implementing the major changes identified as important in various chapters for the self-study, what are two or three most important things it must do to set the stage for the successful implementation of these changes? Are there any considerations regarding the overall process of change at the school that need attention or resolution at this time?

Chapter leaders, committees, and work teams should be commended for their honest input into this accreditation report, including the suggested changes identified throughout the study. It is only through the confidence and courage to call out these areas of growth that we can and will improve our school, systems, and outcomes.

- a. We need to effectively manage the change process to ensure that we have a staff who is informed, committed, and self-motivated to the transformational nature of our educational system and practices. Embedded within this change management system that will lead us to higher and transformational outcomes are:
- Our leaders need to continue to grow in their capacity around instructional leadership, responding to the changing landscapes of education, facilitating change management, communicating clearly, and developing systems that help to support these changes.
 - Our organization is changing as noted by our CEO's comments in question three, and needs to respond appropriately to innovative ideas and have capacity for those who fail while moving forward. Innovation and risk is a new paradigm and we should not expect that this transformation to happen so swiftly nor easily across our staff. We need to continue to highlight and give attention to the innovation and risk that we are calling for.
 - We need to build teacher capacity and voice within our systems. Change can be accelerated when teachers are included in the decision-making processes, vision casting, and implementation. Research also shows that teacher to teacher connections can have greater impact on educational change than school administrators and teacher efficacy has the highest potential for impacting student achievement.

7. What are the two or three most important areas that the school should address with regard to effective use of data for self-assessment, decision-making, strategic-planning, and the implementation of change?

- As noted in this section, the use of and responding to individual student data is key to improving most schools that have a tendency to focus on generalized data. Focusing on and responding to individual student data is also more ethically and morally appropriate if we are to ensure the highest education for each child. We continue to move in that direction. As

noted earlier, educators receiving professional development in PLCs, RTI, and differentiated instruction is a big step in that direction. Developing a mindset and implementing strong systems that are taught in these trainings will move the learning from single teacher impact to systemic impact.

- To best position our graduates, we need to understand and respond to the changing landscape of education and the 21st Century learning needs. This is called out in our SP2020 and Educational Group Tactical Plan through our WCHCBE education. The data for this might come from university admissions information, employer surveys that define the skills that they are looking for, understanding cultural-based education, and taking a survey of how well our programs meet those expectations. This information has the opportunity to impact change and decision-making on many fronts, including:
 - Curriculum and instructional practices
 - Facilities and equipment that allow students to build capacity in these areas
 - Master Scheduling that allows for students to learn in spaces beyond the traditional classroom.
 - Resources and funding that allows leaders to build the learning structures to meet the new learning needs.
 - Technology that can provide students the opportunity to meet the new 21st Century learning needs.

Glossary of Terms



Artwork by Talia Leuanae, class of 2018

Acronyms

Acronyms used in Self-Study	
A & C	Arts and Communication Academy
AABL	Admissions Assessment for Beginning Learners
ADA	Americans with Disability Act
AFDC	Aid to Families with Dependent Children
AMLE	Association for Middle Level Education
AP	Advanced Placement
APT	Action Planning Teams
ASCD	ASCD Whole Child Tenets
BOE	Board of Education
CCR	College and Career Ready
CE&R	Community Engagement and Resources Division
CEO	Chief Executive Officer
CMMS	Computerized Maintenance Management
COW	Committee of the Whole
EFC	Expected Family Contribution
EOP	Emergency Operation Plan
EPM	Education Pathway Milestone
ES	Elementary School
ESS	Educational Support Services
EVP	Executive Vice President
EVPE	Educational Vice President of Education
FAQ	Frequently Asked Questions
FASS	Financial Aid and Scholarship Services
FFT	Framework for Teaching
FP&A	Financial Planning & Analysis Department
GL	General Ledger
HAIS	Hawaii Association of Independent Schools
HCBE	Hawaiian Culture Based Education
HR	Human Resources
HS	High School
ICS	Incident Command System
ISEE	Independent School Entrance Exam
IT	Information Technology Academy
K-12	Grade K to Grade 12
Ka Pā	High School Academic Support Services
KAPF	Ke Ali'i Pauahi Foundation
KS	Kamehameha Schools
KSM	Kamehameha Schools Maui

MAP	Measures of Academic Progress
MTC	Mastery Transcript Consortium
NAIS	National Association of Independent Schools
NBCT	National Board Certified Teacher
NH	Native Hawaiian
NWEA	Northwest Evaluation Association
O/I	Orphand/Indigent
OASYS	Observation & Appraisal System
P200	Policy 200
PD	Professional Development
PF	Pauahi Foundation
PLC	Professional Learning Community
PMEP	Performance Management Employee Process
PSAT	Preliminary SAT
PTSO	Parent Teacher Student 'Ohana
RTI	Response to Intervention
SAT	School Admission Test
SBA	SmarterBalance Assessment
SBCP	Standards-Based Change Process
SNR	Science and Natural Resources Academy
SP2020	Strategic Plan 2015-2020
SPN	Successful Practices Network
STEM	Science, Technology, Engineering, Math
SV2040	Strategic Vision 2040
SY	School Year
TADS	Tuition Aid Data Services
TP2020	Tactical Plan 2020
UH	University of Hawaii
UHMC	University of Hawai'i Maui College
WCHCBE	World Class Hawaiian Culture Based Education
WEO	KS Working Exit Outcomes

Hawaiian Vocabulary

Hawaiian	Translation
‘Aha Kūlia	Executive Leadership Team
‘Aha Mele	Song Fest
‘Aha Puka	Graduation
‘Ike Hawai‘i	Ancestral knowledge and understanding
‘Ike Kūpuna	Ancestral experiences, insights, perspectives, knowledge, and practices
‘Ohana	Family
‘Ohe Kāpala	Bamboo stamping
‘Ōlelo Kahua	Foundational Language/Hawaiian Language classes for Faculty and Staff
Alaka‘i Lawelawe	Servant leadership
Alaka‘ina	Leadership
Aloha ‘Āina	Hawaiian patriotism; love for the land and its people
E Ola	Live on!/Learner Outcomes
Hālau ‘O Kapikohānaiāmālama	School named <i>The Life Source that Feeds and Nourishes</i>
Haumāna	Students
Hō‘ike Nui	Senior Projects
Ho‘ōla Lāhui	Revive the Race
Ho‘olaule‘a	Celebration/Annual PTSO Fundraiser
Huaka‘ihele	Fieldtrips
Ka Hope Po‘o Kumu	Vice Principal
Ka Hope Po‘o Kumu o ke Kula Ha‘aha‘a	Elementary School Vice Principal
Ka Hope Po‘o Kumu o ke Kula Ki‘eki‘e	High School Vice Principal
Ka Hope Po‘o Kumu o ke Kula Waena	Middle School Vice Principal
Ka Hui Kumu	Hawaiian language and culture teachers
Ka Pā	High School Academic Support Services
Ka pae ‘āina o Hawai‘i	The Hawaiian Islands
Ke Po‘o Kula	Head of School
Ke Po‘o Kumu	Principal
Ke Po‘o Kumu o ke Kula Ha‘aha‘a	Elementary School Principal

Ke Po'o Kumu o ke Kula Ki'eki'e	High School Principal
Ke Po'o Kumu o ke Kula Waena	Middle School Principal
Kōkua	Help
Kūhanauna.	Strategic Vision 2040
Kula Ha'aha'a	Elementary School
Kula Hawai'i	Hawaiian School
Kula Kaiapuni	Hawaiian language students
Kula Ki'eki'e	Hawaiian Immersion Schools
Kula Waena	Middle School
Kuleana	Responsibility
Kūlia	Excellence
Kūpono	Honorable character founded on Hawaiian and Christian values
Lāhui	Race, People, Nation
Makahiki Team	Team for Makahiki (The Year)
Māla	Garden
Mālama Honua	Caring for the Earth
Mālama 'Āina Club (Elem.)	Club to care for the land
Mālama Ola	Health Services
Mana'o'i'o	Confidence/self-worth
Nā Kula	The Schools
Na'au	Gut, mind, heart
Nohona Hawai'i	Living the culture
Pilina	Relationships/connections