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**ABSTRACT**

Outlined are the following 11 successful programs, projects, and activities functioning in Hawaii's intermediate schools: Alternative Learning Center (Waipahu and Pearl City Highlands); Career Awareness Exploring through Basic Practical Arts; Career Education Guidance (Kailua); Creating a Positive School Climate; Learning through the Arts; Positive Assertive Discipline Program; Reading to Learn; Respect and Responsibility; SLEP Learning Center; Using Hand Calculators to Teach Problem Solving and Other Basic Skills; and Waianae Intermediate School Student Leadership Project. The listings include some or all of the following: program title, goals and objectives, program description, evaluation design, evidence of effectiveness, considerations for replication, and contact person(s). This document is part of a series of publications produced by the Hawaii Department of Education to foster program improvement in the state's schools. (MD)

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# Information & Dissemination Series 18

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# Promising and Successful Programs and Practices in Schools with Intermediate Grade Levels

Programs, Projects & Activities

Office of Instructional Services/Development Services and Continuing Education Branch • Department of Education  
State of Hawaii • RS 84-5767 • March 1984



**The Honorable George R. Ariyoshi  
Governor, State of Hawaii**

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## FOREWORD

The Department has long realized the need to recognize the efforts of the many outstanding teachers, students, and administrators who generate ideas and plans for excellent innovative and exemplary programs, projects and activities. In addition, it is recognized that there is a need to disseminate information on on-going and developing programs to a greater extent to foster program improvement in the schools. This document is part of a series of publications prepared by the Department in its attempt to mobilize the Department's resources to accomplish the desired outcomes.

Each volume provides information on innovative and exemplary programs, projects, and activities; the contact person from whom to obtain more information; the target group served; the resources needed; where the program is offered; and other pertinent information necessary for replication.

It is our hope that the series will systematically disseminate pertinent information on curriculum and instruction. Persons using or reviewing this publication are invited to evaluate its usefulness and provide feedback to principals, appropriate district staff or state level personnel.



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Francis M. Hatanaka  
Acting Superintendent  
Department of Education

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## INTRODUCTION

In recent years, the Department has focused on the intermediate level as evidenced by the formation of the Superintendent's Intermediate School Task Force and the Office of Instructional Services Advisory Committee on the Intermediate Level. Two publications have been prepared within the last two years documenting the effort, Report of the Superintendent's Task Force on the Intermediate School and Intermediate Level Education in Hawaii.

The Hawaii Educational Dissemination Diffusion System (HEDDS) in cooperation with OIS Advisory Committee of Intermediate Level presented the Intermediate School Exemplary Program Conference at the Kamehameha Schools in February 1983.

This issue of the Information and Dissemination Series is part of the ongoing activity to present successful and promising practices in the Hawaii's public schools with intermediate grades. It is recognized that there are other successful programs or practices other than those appearing in this publication. Future issues of the Information and Dissemination series will include those programs and practices.

This publication offers another vehicle to share successful and promising ideas and programs in the hope that schools will consider them in seeking ways to address specific needs of the schools.

**TITLE:** Alternative Learning Center (ALC) for Waipahu and Pearl City Highlands Intermediate Schools

**GOAL:** The overall goal of the Waipahu-Pearl City Highlands Intermediate ALC program is to decrease the incidence of alienation among their students.

**SUB-GOALS:**

1. To reduce the alienation and improve the self-concept of the ALC students.
  - a. To provide opportunities to improve self worth or self image.
  - b. To provide opportunities for acceptable social interactions with peers, parents, and other adult figures.
  - c. To provide opportunities for the student to improve his/her attitude toward school.
  - d. To provide opportunities for increased parent involvement in school related matters.
2. To provide ALC students with increased access to desirable social roles.
  - a. To provide an alternative environment and curriculum through which students may function at their own level of proficiency.
  - b. To provide opportunities for active participation in curriculum planning.
  - c. To provide a positive learning atmosphere, thus opportunities to improve the student's academic achievement.
3. To reduce negative labeling of ALC students and divert them from adjudication.
  - a. To provide opportunities to decrease discipline referrals.
  - b. To decrease school suspensions.
  - c. To decrease school absenteeism.
  - d. To decrease court referrals.

**OBJECTIVES:**

The Specific Objectives are:

1. Dropout Reduction - At least 75% of the program students in the program will not drop out of school by the end of the school year.
2. 8th Grade Graduation - At least 75% of the 8th graders in the program will graduate by the end of the school year.
3. Mainstreaming - At least 10% of the program students will be recommended for mainstreaming or will have been mainstreamed by the end of the school year.

4. **Academic Progress** - At least 60% of the program students will pass all of their program courses.
5. **Attendance** - At least 70% of the program students will maintain a program attendance rate of 60% or more.
6. **Social and Emotional Growth** - At least 75% of the program students will show improvement on social and emotional growth as indicated by the CSAP Social/Growth Rating Form.

#### DESCRIPTION:

The Waipahu-Pearl City Highlands Intermediate Alternative Learning Center provides an alternate campus site for students who are alienated from the regular school program. Classes in the ALC cover the basic subjects of Language Arts, Social Studies, Math, Science, Physical Education and Family Living. The program is activity oriented and field trips are a regular feature used also as a behavior modifier. The program tries to foster the Ohana concept to instill self worth in each student. Students are confronted with their unacceptable behavior and positively reinforced for acting in socially acceptable ways. The staff focuses on care and nurturance in dealing with the students.

The major emphasis of the program is guidance and counseling to improve student behavior and attitudes. Positive reinforcers and support permeate the program. Peer counseling is a regular feature. The interdisciplinary approach combines individualized instruction and group work based on the student's ability and needs.

The ALC staffing includes two district teachers, one assigned to Waipahu Intermediate and the other assigned to Highlands Intermediate School.

The ALC staff works closely with the outreach counselor, school counselors, and special motivation teachers. Communication on student progress is established between the home school and the ALC teacher. Reports are prepared weekly or as frequently as needed. Data is recorded in student personnel records, anecdotal journals, and student records of academic progress.

**Selection and placement** - Students must be referred to the ALC by a participating school. Students may be referred to the principal for consideration for placement by individual teachers or by counselors. A pre-conference is held which includes the parents, student, school administrator, and the ALC teacher. The rules of conduct and consequences are explained to the parent and the student. Questions about the program are answered. If placement in the ALC program is determined, parents are asked for complete support and permission for placement. Parents must sign release forms, and other forms enrolling their child in the ALC program. Release forms are also signed by the principal of the student's original school, although officially the student continues to be enrolled at the original school.



Students are issued bus passes and must come to school and go home by bus. All students are picked up and dropped off at specific locations.

All students, regardless of which intermediate school they come from, will follow the same rules of conduct and have the same consequences. The rules of conduct are devised to help the student realize that he/she must be responsible for his/her actions. Rewards for appropriate behavior are designed to motivate the student to follow the prescribed rules.

1. Rules of conduct

- a. No use of drugs
- b. No damage to property
- c. No insubordination
- d. No fighting
- e. No stealing

2. Consequences

- a. First offense -- warning, counseling
- b. Second offense -- detention, call to parent
- c. Third offense -- double detention, call to parent
- d. Fourth offense -- parent conference
- e. Fifth offense -- no field trip on Friday, stay in school with assigned work

Detention is staying after school, missing the school bus, and doing assigned work or homework under supervision. Student is transported to the nearest city bus stop. Student must make up all assigned detention before the Friday field trip, or will not be permitted to attend.

The rewards are planned field trips on Fridays to places students want to go or planned activities that students want to experience. Other rewards include notes on test papers or assignments (positive), letters home to parents (positive), monthly most improved student award, and coupons for McDonald's, etc.

Since the overall objective of the program is to decrease the incidence of alienation among youth, it is imperative that the students be given the opportunity to return to the home schools (mainstreaming).

1. Criteria for return to home school are:

- a. 75% or better attendance for each quarter or the duration of time the student is enrolled in the program.
- b. Improvement in the academic areas as measured by their grades of no lower than a "C" average.
- c. Unanimous agreement of staff that the student's attitude has changed and student may be able to function normally in a regular school setting.

## 2. Procedure for mainstreaming

- a. Enrollment of at least one successful semester in ALC
- b. Approval of home school administrator
- c. Coordination among original school staff, administrators, counselors, special motivation teachers, and special services staff to assure smooth re-entry transition.
- d. Programming by home school counselor assigning student into appropriate classes.

### FUNDING:

Both participating schools contribute funds to operate the ALC program. The district office provides transportation, some supplies, and in-service training.

### EVALUATION DESIGN:

The ALC staff provides data on attendance, test scores, credits earned, grades, attitudinal surveys, and other data requested by schools and the district office.

### CONTACT PERSONS:

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**TITLE:** Career Awareness Exploring Through Basic Practical Arts (BPA)

**GOAL:** To infuse Career Education developmental goals with the five major concepts from the Basic Practical Arts. To have students explore their attitudes toward sex bias and stereotyping and their interest in career choices.

**DESCRIPTION:**

The Basic Practical Arts course at Wheeler Intermediate School is taught by four specialty area teachers in Industrial Arts, Home Economics, Business, and Career Awareness. The classes are coeducational, including mainstreamed Special Education students, and are rotated every quarter to provide the students the opportunity of learning activities in all areas.

Career Education concepts are introduced and infused into three major Basic Practical Arts units: "Your Relationships," "Foods and Nutrition," and "Clothing Unit." The four developmental goals of Career Education - 1) Self-Realization, 2) Economic Efficiency, 3) Social Relationships, and 4) Civic Responsibility, are correlated with the five major concepts from the Basic Practical Arts: 1) Essential Needs of People, 2) Coping with Change, 3) Elements of Effective Management, 4) Effective Utilization and Conservation of Resources, 5) Effective Provision and Consumption of Goods and Services.

Activities such as role-playing in the relationship unit, planning and executing group projects and using materials that are free of sex bias facilitate the achievement of the project goals. Added dimensions to this project are the involvement of the Pearl Harbor Apprenticeship Program and parents job shadowing activities. Students are given the opportunity to "shadow" their parents by going to work with them. This activity offers students the opportunity to know the kind of work their parents do. Many students, prior to "shadowing" had very little knowledge of their parents' occupations. As one parent commented, "Now my child understands why I'm so tired at the end of the day."

**EVALUATION DESIGN:**

Data on program implementation is collected through career interest surveys, locally designed pre/post-tests, and parent reactions. Feedback from parents and students are generally very positive.

**CONTACT PERSONS:**

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**TITLE:** Career Education Guidance at Kailua Intermediate School

**GOAL:** Students will achieve self realization, satisfactory social relationships, civic responsibility, and economic efficiency through personal, social, educational, and career development.

**OBJECTIVE:**

Development and implementation of the comprehensive Career Education Guidance Program for grades 7 and 8.

**DESCRIPTION:**

The Career Education Guidance (CEG) program at Kailua Intermediate School is designed to incorporate the State Foundation Guidance Program and the Career Development Continuum in a comprehensive program which combines the goals of both. A CEG committee was formed to plan and develop the program. The program is divided into two essential parts.

Part I deals with the orientation of the staff to the overall program and development of units while Part II deals with implementation at Kailua Intermediate School.

The program was developed as a four year project. The first year included orientation and development of mini-units. The second year was devoted to pre-test, use of mini units, and post test of 50% of the seventh and eighth grades. The third year included pre-test, mini units and post test by 75% of separate grade levels (7th and 8th), and revision and expansion of the program. The fourth year included total infusion of the program (100% of the students in both grade levels) and continuous evaluation and modifications.

The implementation plan was designed to give school personnel the vehicle to attain the goals of the program, provide the necessary support and direction to teachers, and insure that all students are consistently and systematically provided the experiences toward personal growth.

The concepts of the program are infused into all subject areas. Mini-units and activities were developed along with guides followed by inservicing of the teachers and establishment of necessary support. Materials developed and tested were placed in the CEG Resource Room.

**EVALUATION DESIGN:**

Development of objective test to measure the validity of the CES program and a subjective test to appraise the program.

**CONTACT PERSONS:**

Kay Hew Len and Georgia Silva, Teachers  
Patricia Ho, Principal  
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**TITLE:** Creating a Positive School Climate

**GOAL:** To provide an effective instructional program for students. A healthy climate is the vehicle to insure an effective program.

**OBJECTIVES:**

1. To improve the attitude and behavior of students in all areas of development.
2. To foster self-directed and responsible students.
3. To foster a sense of school and community pride.

**DESCRIPTION:**

The program is divided into three components: Campus Beautification, Basic Skills Improvement, and Student Activities Program.

1. Campus Beautification

- a. Set-up Task Force composed of students and staff members.
- b. Participate in the State Campus Beautification Program (DOE).

2. Basic Skills

- a. Organize a Task Force to develop a comprehensive curriculum plan.
- b. Utilize behavior modification techniques to motivate students.

3. Student Activities

- a. Organize a Task Force to plan and coordinate student activities.
- b. Organize and plan a comprehensive Student Government Activities Program.

**EVIDENCE OF EFFECTIVENESS:**

The Program is working. The following data collected last school year support it.

1. Absenteeism - in the past, 10-12 percent - now it is a little over 5 percent. Two red letter days - all 8th grade and all 9th grade students were present.
2. Cuts and tardies - in September, there were 34 incidents reported-- 1 Class A, 18 Class C, and 15 Class D. In December, we had a total of 4--2 Class C and 2 Class D.

3. Suspensions - 13 the first quarter. 1 the second quarter.

4. Failures	1st quarter	2nd quarter	3rd quarter
1	69	33	21
2	4	5	5
3	1	3	1
4	1	0	0
5	2	0	0

5. Complaints from merchants in our area have stopped. We have started to get compliments about our students.

6. Littering, vandalizing, and defacing the campus and buildings have lessened considerably.

Our bulletin boards and classroom displays are looked at, enjoyed, and left alone.

Our librarian who dreaded putting up a display on her board outside the library (because she never was sure how long it would last), now is reminded that it is time to put up a new one. The last instance was when students told her Valentine's Day was pau - it is time for Presidents' Day.

7. The supervision in our cafeteria is no longer handled by adults - our Bull Dogs pull duty in the cafeteria.

8. Our campus aide who was really a security guard does not have to walk the campus constantly. He has great rapport with our students. Now when he becomes aware of a possible problem, he'll call those students in for a rap session with him - something he could seldom do in the past.

**CONTACT PERSON:**

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**TITLE:** Learning Through the Arts

**GOAL:** To integrate Artists-in-the-Schools services to students and the ongoing art curriculum

**OBJECTIVES:**

Over the past several years Nanakuli Intermediate and High School has received a component of the Artists-in-the Schools or "Learning Through the Arts" program. These program components have included: creative movement, Poets-In-The Schools, theater arts, visual arts, folk arts, drama, and music. The funding sources for these programs have included: Hawaii State Department of Education, Leeward District, the HEP Literature/Poets, and Theater Artists Project.

The goals of the Leeward District's approach to the arts as exemplified by Nanakuli Intermediate and High are to:

1. Develop an aesthetic appreciation of the arts.
2. Develop a social understanding, awareness, and ease of expression.
3. Develop a greater feeling of self-esteem/self-growth and personal satisfaction.
4. Develop a personal relevance and perception of arts as being significant to one's growth and development.
5. Develop basic motor and coordination skills.
6. Develop basic perceptual skills.

**DESCRIPTION:**

The programming framework has been developed to sequentially address three stages:

1. Introduction and exposure
2. Basic skills development (an experimental, problem solving emphasis)
3. Resolution and closure (an integration and summation of the arts experience)

Ideally, every student would have been exposed to these three levels. However, this has not yet been the case.

Most important components in the attainment of a successful program have been the quality and nature of the artists and consultant groups and the nature of the educational setting within which the experience is

taking place. The aspects of the setting and the nature of the performances that appear to have the most impact on the students include:

- a) integration of the art form with other school studies and experiences;
- b) amount of teacher and resource-teacher support/training and involvement;
- c) degree of student involvement as an audience (poetry reading, dramatic presentations, dance concerts, art shows and displays);
- d) amount of student participation and involvement as a creator;
- e) the amount of ongoing exploration by the education staff of the applicability of the arts experience to everyday classroom activities and content learning.

Program components have included Oregon Mime Theatre, Creative Movement and Dance residencies, and Folk Arts residencies.

#### EVIDENCE OF EFFECTIVENESS:

Informal and formal feedback indicates great satisfaction by students and teachers. The reactions to these programs on the part of the students and educational staff have been enthusiastic and positive. These reactions are documented in correspondence and notes written by teachers and administrators.

#### CONSIDERATIONS FOR REPLICATION:

Adequate funding assistance and school-level coordination are essential for replication.

#### CONTACT PERSON:

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**TITLE:** Positive Assertive Discipline Program

**GOAL:** To create a safe, secure environment for all students which would be conducive to learning by improving student behavior; developing self-directed, motivated students; and developing a sense of pride in the school and class.

**OBJECTIVES:**

1. Reduce the absentee rate by 4%.
2. Decrease student referrals by 3%.
3. Reduce student grade level failures by 2%.
4. Increase student passage of the Hawaii State Test of Essential Competencies (HSTEC) by 10%.

**DESCRIPTION:**

An Assertive Discipline workshop was held in May 1981 which dealt with assertive discipline techniques both in the classroom and campus. The emphasis was on teaching with a minimum of student disruptions and disturbances.

Both individual teacher classroom discipline plans and the school-wide discipline action plan were implemented in September 1981. Students were given a list of rules for the class and the school. The rules include such items as coming to class on time, following directions, being prepared for instruction, and bringing necessary items such as pencils to class. All rules stress respect for others.

Reinforcement of good behavior, school and community service, better grades, and better attendance, are also part of the program. Students behaving in a responsible, considerate, and positive manner are rewarded with coupons. Coupons can be traded in for a variety of items from soda pops, portfolios, pencils, and student lounge periods to family portraits, bowling balls, and gift certificates for dinner.

Students are also eligible for prizes awarded in homeroom or grade level competitions. Homerooms or grade levels are awarded points for having good attendance, good behavior at assemblies, campus beautification, and number of students on the honor roll. Prizes included free lunch at McDonalds and class day at Castle Park.

CONSIDERATIONS FOR REPLICATION:

The teacher workshop was conducted for a fee by Dr. Lindo, president of Lindo Educational Corporation, a California based firm. There was a cadre training aspect to the program.

CONTACT PERSONS:

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**TITLE:** Reading To Learn: Integrating the Teaching of Reading in the Secondary Content Area Classes

**GOAL:** The Reading to Learn Project sought to improve student reading comprehension through the training of teachers. Project teachers received intensive inservicing on the use of instructional strategies based on the Language-Experience-Thinking (LET) model delineated in the publication titled, Comprehension in the Content Areas, 7-12, Strategies for Basic Skills.

**NEED:**

The Advanced Level, Stanford Achievement Test, (SAT), administered to the 8th graders at Highlands Intermediate School in the Fall of 1978 revealed a need to improve learner competencies. An analysis of the Reading Comprehension subtest showed that the scores were below the national norm on 64% of the science related questions, 64% of the social studies questions, and 44% of the language arts related passages. Moreover, pre-service training of secondary teachers has offered limited or no training in helping students read and understand the concepts of science, social studies, and literature contained in the texts. Therefore, a systematic and comprehensive approach was needed.

**OBJECTIVES:**

Using a "reading to learn" approach, the project specified three broad objectives.

1. To help students purposely and effectively read Social Studies, Science, and Language Arts materials.
2. To help students become more knowledgeable in the content areas and more skilled in applying content area concepts.
3. To provide teachers with strategies for accomplishing their content area objectives.

**DESCRIPTION:**

Inservicing of project teachers on concepts of the Assessment and Improvement Process was the emphasis during the first year of the project. These concepts were the basis upon which the content area teachers in the project assessed student needs, analyzed their materials, and developed strategies to help students overcome difficulties in comprehending content area materials. During the second year, the project expanded to include any of the staff who did not participate during the first year. Furthermore, draft materials produced during the first year underwent refinement after classroom testing and evaluation by school personnel and Curriculum Research and Development Group (CRDG). The third year focused on the final revision of those products which might be of use to other schools.

The Reading to Learn Project: A Trainer's Manual is the result of the activities undertaken by the project over a three year period. It

consists of a sequence of training modules and a collection of sample lessons which address specific reader and text characteristics. The guide is divided into four parts. Part I: Introduction. Part II: Theoretical Background provides a definition of comprehension and description of factors which may affect it. The training modules in this part provide a rationale for the specific strategies which follow and cover such pertinent topics as the "reading to learn" approach, the assessment of learners, and the organization of texts. Part III: The Strategies contains training activities to familiarize teachers with strategies they may find useful in their content area classes. These strategies show the teacher how to guide, in varying degrees and for different purposes, the student through the reading process. Part IV: Sample Lessons which the project teachers developed and used successfully with their students, comprises the fourth part of this manual.

### EVALUATION SUMMARY:

Taking into account the objectives of the project and examining the results, it appears that the project did improve the students' "reading to learn" skills. Examination of the subtests on the SAT revealed that students were developing more knowledge and skill in the content areas as well as global concepts. An analysis of the teacher questionnaire indicated that project teachers believe they have acquired sharper tools to accomplish subject matter objectives.

When the data were analyzed in terms of ability groups, it was shown that the high ability group generally made little or no gains (often because of ceiling effects), the middle group made moderate gains, and the low and special education groups made the largest gains. Analysis in terms of teacher implementation revealed a slight favoring of students whose teachers received higher ratings in terms of project fidelity.

The evaluation of the Reading to Learn Project was a complex one for several reasons, e.g., three content areas were involved, several measures of varying quality were used, and the focus was on the complicated process of reading. As all evaluation pieces became integrated, a clearer picture emerged. The project was implemented in various ways. Effects on students and teachers were generally positive. The major exception for the high ability students can be partially accounted for by ceiling effects. For the lower ability students there is strong evidence that the Project had a positive effect on their reading to learn.

Teacher Questionnaire and Implementation: In general, the students whose teachers displayed higher degrees of implementation did slightly better than those whose teachers displayed moderate implementation. Teacher questionnaire responses indicated positive impact of the project for participating teachers. On a scale from 4 to 1, 4 indicating "strongly agree" and 1 indicating "strongly disagree", teachers gave a rating of 3.75 to the importance of in-service training and to the applicability of LET strategies in the classroom. The ratings also indicated that the consultations were a valuable aspect of the project. The teachers also indicated overall agreement concerning their effectiveness as teachers as a result of project participation.

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**TITLE: Respect and Responsibility (R&R)**

**GOAL: To foster respect for self and others, and becoming responsible at all times for one's decisions and actions.**

**OBJECTIVE(S):**

1. To recognize the 85-90% of the students who do well academically and who have shown responsible behavior towards self and others.
2. To increase the number of students who qualify for recognition.

**DESCRIPTION:**

Students are permitted to participate in class initiated activities with the approval of class advisors, teachers, parents, and administrators. These activities are held once a quarter as a behavior modification reward for those students who have exhibited respectful and responsible behavior during the previous quarter.

To become eligible for participation in the R & R activities, students must meet the following requirements both in and out of the classroom.

1. No suspension for the quarter, either in-school or out of school suspension.
2. Completing daily assignments.
3. Earning passing grades in all subjects.
4. Showing a positive attitude toward school and self.
5. Obtaining parental or guardian permission to participate in the designated activities.

Those students who are not eligible to participate are assigned to certain staff members for the entire day. These students are given class assignments by their respective subject area teachers.

Activities and arrangements are planned and carried out by the students, thus providing students the opportunity to practice and exercise leadership roles as class officers.

Activities selected by the classes are financed by each participating student. Costs vary depending on the activity selected by the classes. Bus transportation is usually the greatest expense.

Some of the sites students have visited are: Boys' Club in Hilo, the County of Hawaii swimming pools at Sparky Kawamoto Swim Stadium and Laupahoehoe and Wailoa State Park. Some classes have remained on campus for their activities.

These informal class activities off campus also provide teachers the opportunity to get to know students in a different setting.

### EVALUATION DESIGN:

Effectiveness of the program is based upon the number of students participating in activities each quarter. Ideally, the number of participants increases each quarter. However, this has not happened due to cumulative accounting of students referrals from September to June. Referrals are logged by the grade level chairperson. After four referrals, in-school suspension is administered. When the fourth quarter begins, some of the youngsters are on the verge of being ineligible for R & R due to the accumulation of referrals started in September. The staff is aware of this situation and some changes are contemplated for the coming year.

### CONSIDERATION FOR REPLICATION:

The program can easily be replicated due to its minimal cost. The program does entail a lot of recordkeeping by grade level chairpersons and follow-up phone calls by teachers to parents to inform them of their youngster's progress in classes.

### CONTACT PERSON:

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Mrs. Satsuki Unoki - Counselor  
Mr. Thomas Higa - Principal  
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TITLE: SLEP Learning Center

GOAL: To provide an effective instructional program for students within a positive climate which is conducive to learning English language skills and integration into a new culture.

OBJECTIVES:

To assist students in the program:

1. To increase their English language skills.
2. To become more familiar with the American culture in the Hawaiian setting.
3. To find employment.
4. To adjust socially.
5. To encourage their parents to become more involved with their children's education.

DESCRIPTION:

The SLEP Learning Center concept is integrated into the regular school's ESL program under the supervision of the principal with assistance from ESL and bilingual teachers within state guidelines. The ESL and bilingual teachers provide the actual instruction to the SLEP students from homeroom to period four each day and at the same time coordinate, integrate, and implement all the services necessary in the afternoons to meet compliance.

During the instructional time, the ESL and bilingual teacher concentrate on developing the basic skills through a holistic approach utilizing the psycholinguistic and whole language concepts in order to assist the students with their total language skills and cultural experiences. As the student progresses in the oral/aural communication skills, reading and writing become an integral part of the program.

In the non-instructional period, the ESL and bilingual teachers assess, program, reassess, and reprogram continually throughout the entire school year. Initially, the teachers administer the English Language Proficiency Test (Basic Inventory of Natural Language - BINL) to all students identified as potential students of SLEP. The English Proficiency Test determines three levels of English proficiency: (1) Non-English proficient, (2) Limited English proficient, (3) English proficient. Students who are rated as English proficient will then be given the MAT test of Reading, Language Arts, and Math. A further test, the Native Language Proficiency Test, is given to students who are rated as limited or Non-English proficient and for those who are English proficient but score below the 25th percentile in any of the MAT tests.



Students scoring at the 25th percentile or above in all areas of the MAT are mainstreamed while others scoring below are programmed into ESL content area or bilingual program classes as determined by the Native Language Proficiency Test scores.

Furthermore, the ESL and bilingual teachers complete the necessary program forms and reports and coordinate other services such as orientation, multicultural activities, counseling, PAC, and tutorial-homework assistance. The ESL teacher operates as a regular full time teacher and therefore, is also assigned yard duty; supervision of extracurricular activities; and attends faculty, department, committee, SLEP, and other related meetings throughout the year as necessary.

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**TITLE:** Using Hand Calculators To Teach Problem Solving and Other Basic Skills

**GOAL:** To provide mathematics instruction so that students will gain mathematics understanding, a more positive attitude toward mathematics, and a greater degree of competence in skill areas.

**NEED:**

There was a significant number of students at Moanalua Intermediate School who were performing below average (stanines 1-3) in mathematics. 1) These students were not receiving special assistance/instruction in mathematics through supplementary programs; 2) there was a need for instructional strategies and learning activities that deal with the development of problem solving skills and the understanding and application of mathematics concepts - an area identified as a weakness in the school program particularly for the student with mathematics learning difficulties; 3) there was a need to help teachers develop a repertoire of teaching options, including the use of hand calculators, to accommodate the wide range of learner needs. Teachers needed help in teaching problem solving and other basic skills, particularly to the average and below average classes. Support services for intermediate level teachers have been extremely limited or almost non-existent.

**OBJECTIVE:**

- 1) Eighty percent of the students will show a gain in mathematics understanding as measured by the California Achievement Test.
- 2) Ninety percent of the students will demonstrate a more positive attitude toward mathematics and learning as measured by a locally developed attitudinal survey.
- 3) The students will demonstrate a greater degree of competence in the following basic skills areas: problem solving; applying mathematics in everyday situations; alertness to the reasonableness of results, estimation, and approximations; reading, interpreting, and constructing tables, charts, and graphs; and using mathematics to predict.
- 4) Given in-service training on the use of hand calculators and problem solving instructional strategies, project teachers will be able to apply the strategies learned in the instruction of students.

**DESCRIPTION:**

Students engage in learning activities which address problem solving and other basic skills by utilizing the hand calculator. The development of instructional strategies and learning activities, utilizing hand calculators to address identified student expectations, is a major activity. Project teachers participated in in-service training activities conducted by teacher trainers from the Title II project, Learning Mathematics Through Problem Solving. District educational specialist in mathematics made

regular visitations to provide technical assistance and support to project teachers. Parent involvement activities were conducted encouraging interaction between students and parents on homework assignments using hand calculators.

EVALUATION DESIGN:

- 1) Data on program implementation collected through observation and monitoring activities and the use of surveys or checklists and interviews.
- 2) The California Achievement Test used to collect student achievement data. An attitudinal survey also administered to all project students. Gain score analyses utilized pre-test and post-test scores of all project participants.

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**TITLE:** Waianae Intermediate School Student Leadership Project (WISL)

- GOAL:**
- 1) Improving communication within the school.
  - 2) Having students assume the responsibility for resolving problems and violence.
  - 3) Preparing students who have non-traditional leadership skills to utilize these skills in traditional leadership activities.
  - 4) Preparing teachers to provide more effective instruction in schools attended by a diverse, active student group.

**OBJECTIVE(S):**

- 1) Resolving conflicts by using problem solving techniques.
- 2) Fostering more harmonious interpersonal relationship among students from different cultural backgrounds.
- 3) Assisting teachers in improving classroom management skills.

**DESCRIPTION:**

The student leadership training program, classroom management skills, and parental/community involvement strategies were developed by Project STRIDE (Service, Training, and Research in Desegregated Education), an ESEA Title IV project funded by the United States Department of Education through the Far West Laboratory for Educational Research and Development.

The program includes the areas of positive interpersonal behavior between students, students' understanding of their role in the school environment, and students taking responsibility for their behaviors both positive and negative.

The student training program design required the identification of 30 eighth grade student leaders (15 traditional and 15 non-traditional) to be part of a leadership team which included community volunteers, teachers and students. The leadership team received training in communication skills and problem solving techniques. The leadership team then trained the entire seventh grade by mini-teams which included one adult who was the team leader, one non-traditional leader and one traditional leader.

In the second year, the leadership team was again organized and trained. However, the students were assigned leadership in mini-teams and worked through social studies classes of teachers trained in WISL. The 30 student leaders also planned all student related activities such as dances, assemblies, special programs, and field days.

During the year teachers, counselors, and administrators reinforced the use of communication skills and problem solving techniques.

The teacher training component included classroom and conflict management skills. The focus was on practical examples and demonstration of techniques that could be used for certain kinds of

behavior problems in the classroom. In the second year, seven volunteer teachers participated in observation and feedback for improving their teaching. The entire staff requested observation in all classrooms when given an overview of the findings during a feedback session.

#### EVIDENCE OF EFFECTIVENESS:

At the end of nearly two years of implementation of the WISL Project, the assessment showed the following results:

- 1) Test scores improved. The group in the 1-3 stanine dropped from 56% to 42%.
- 2) The daily absentee rate dropped from 17% to 9% per day.
- 3) The suspension rate from 400 per year to 150 per year.
- 4) Teacher referrals were cut in half.
- 5) Fights, harassment, and disruption were cut by 60%.

All parties concerned agreed there had been a definite measure of success.

#### CONSIDERATIONS FOR REPLICATION:

The training by Project STRIDE personnel, Far West Laboratory For Educational Research and Development, requires additional funding.

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