

Kihei Charter School Kihei, HI

Support for Blended Learning

Kihei Charter School is an innovative 21st century STEM school with a clear mission—"to prepare students for the world of work they are headed for while reducing 'bricks-and mortar' expenses," according to executive director Mark Christiano.

In support of its mission, the school has adopted a blended learning program in which students spend one to four days a week in regular classes at school, depending on grade and ability level, and the rest of the week they work with virtual assignments from home.

"Adaptive Curriculum addresses one of our major goals because it's a high-quality tool that can be used both at home and at school," says Mark. "It provides activities students can do virtually that add value to classroom instruction."

Another of the school's goals is to improve student performance on high-stakes tests throughout the year and on 2011 end-of-year exams, by deepening students' understanding of math and science concepts.

Science teachers are assigning Adaptive Curriculum Activity Objects to be completed at home, extending the hands-on science lab

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-Mark Christiano,
Executive Director

Demographics:

- K-12 School
- Title I
- 55% White
- 21% Asian
- 6% Native Hawaiian/Pacific Islander
- 15% Mixed

experience while ensuring the appropriate level of rigor, according to Mark.

At the start of each week, middle school math teacher Peggy Temple selects two or three Adaptive Curriculum Activity Objects to support the standard she is teaching and assigns them to be completed at home by the end of the week. Her middle school students spend four days in school each week and work remotely on Fridays.

Filling in the "Little Holes"

Peggy uses Adaptive Curriculum for skill reinforcement tailored to each student's level of understanding.

"In Hawai'i 'pukas' means little holes. That's what we call them. I like Adaptive Curriculum because it lets me find the pukas in each student's understanding and fill them in," she says. "If one student doesn't pass, I can see why. If a lot of students don't pass, I can see what I need to re-teach."

"I really like that I can access the high school as well as the middle school Activity Objects," says Peggy, "so I can assign algebra activities to any of my students who are ready for algebra. Most



middle school math teachers can't do that. And most teachers can only tailor the curriculum to lower achieving students. Adaptive Curriculum lets me tailor the curriculum to the higher achieving students as well."

Saving Teacher Time

"Adaptive Curriculum is a wonderful teacher tool," says Peggy. "So much work is done for me. It takes away a lot of the paperwork, takes care of the assessment, and saves me a lot of time compared with the old way. And it supports every standard. We are always working on a particular benchmark, and Adaptive Curriculum goes right along with that and supports that."

Peggy uses the Adaptive Curriculum reporting features to determine if students have completed each activity, how much time they have spent on each one, and exactly where they might have had difficulty. She also uses it to provide encouragement and support to students not on target.

"If students don't pass the end-of-week Adaptive Curriculum assessment, I look back over their work for the week and speak with the parents if necessary about the amount of time students are spending on the virtual activities at home," she says.

Engaging Students

"My students enjoy Adaptive Curriculum," says Peggy, "because it's interactive and interesting. We've had software before that was boring for students, but this is the opposite."

Peggy uses Adaptive Curriculum in class when students have finished their project-based class work. "We don't believe in worksheets and busy

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*-Peggy Temple,
Math Teacher*

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work at our school," she says. "After students have finished their project work, they know they can always go to the computer and begin work on Adaptive Curriculum."

"If students don't grasp a concept, Adaptive Curriculum gives them another opportunity to understand," according to Peggy. "I often hear them say, 'Now I get it!' And another benefit is that a lot of software programs don't let students get back in easily once they log out—Adaptive Curriculum is not like that. It's always available to them, and they love it."

Building 21st-Century Skills

Peggy emphasizes to students that it is their responsibility to spend at least 30 minutes on each activity at home and complete all assigned activities before the end-of-week assessment.

"Adaptive Curriculum helps students learn about independent problem solving and taking responsibility, as well as working virtually, says Peggy. "We are targeting 21st century skills in our school, and Adaptive Curriculum supports that effort."

For more information on Adaptive Curriculum:

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