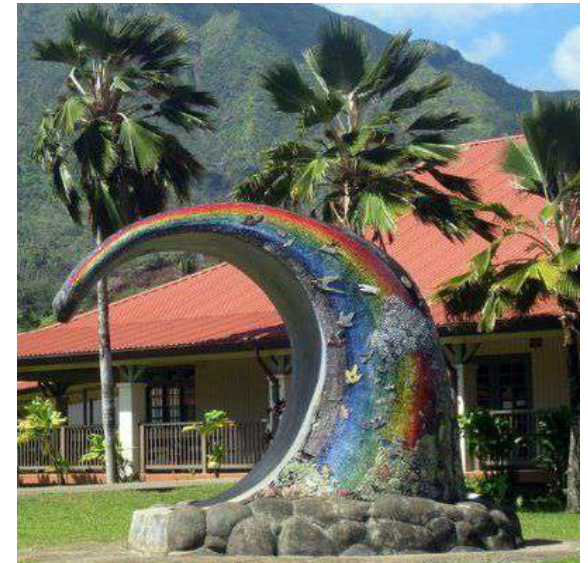


Accrediting Commission for Schools Western Association of Schools and Colleges

HIDOE/ACS WASC Visiting Committee Final Presentation

Hanalei Elementary School
March 5-8, 2018





Focus on Learning asks...

- How do you know that all students are achieving based on the schoolwide student goals and academic standards?
- Is the school doing everything possible to support high achievement for all its students?





Organization: Vision and Purpose, General Learner Outcomes, Governance, Leadership and Staff, and Resources

Areas to Celebrate

- There is a **collaborative continuous school improvement process** resulting in the **identification of student learning needs** which are the focus the Innovation Plan.
- The school has **strong community support and involvement.**
- The entire professional community (teachers, classified staff, admin team and principal) foster a positive and powerful **culture of teaching and learning with a focus on each student.**
- The communication process honors **teacher and community collaboration** in a successful school design. Communication methods are **grounded on values of integrity and trust.**

Areas for Focus

- Although the students actively use technology daily, there continues to be a need for **Staff PD using technology in more innovative and integrative ways.**



Standard-Based Student Learning: Curriculum

Areas to Celebrate

- All teachers are using core programs for **ELA and Math with fidelity** and integrate supplemental resources.
- **PD opportunities** are provided to teachers and aligned to the Academic/Innovation Plan.
- Teachers value the time spent planning and collaborating in **weekly PLCs**.
- The school is implementing the **NGSS**.

Areas for Focus

- A schoolwide system to monitor student progress towards the GLOs is not yet present. A **system for integrating and monitoring progress on the GLOs** should be developed.
- Although the students actively use technology daily, there continues to be a need for **Staff PD using technology in more innovative and integrative ways**.



Standard-based Student Learning: Instruction

Areas to Celebrate

- **Learning targets and rubrics** are used regularly to guide students towards achievement goals.
- All students have **ready access to and regularly use digital devices** during instruction, which greatly assists with engagement and differentiation.
- Students are regularly exposed to instruction that integrates **a variety of real world experiences**.
- Teachers are using a **wide variety of differentiation techniques** such as small group instruction, learning centers, technology integration, graphic organizers and manipulatives to meet the needs of all students.

Areas for Focus

- Although the school has an **Rtl process**, **the achievement gap is widening** between high needs and non-high needs students. There is a need to provide more focused **training on the Rtl continuum, instructional differentiation strategies, and assessment practices that work best with targeted subgroups** (Pacific Islanders, low SES, and SPED).



Standard-Based Student Learning: Assessment and Accountability

Areas to Celebrate

- Teachers use a **wide variety of assessment strategies and assessments** to promote student learning.
- **Collaboration among instructional staff and the leadership team** has strengthened the understanding and use of assessment data.
- **ART** meets regularly to **analyze data and shares data analysis to determine next steps.**
- Through student-led conferences, **students reflect on their progress and share** with their parents/guardians.

Areas for Focus

- A schoolwide system to monitor student progress towards the GLOs is not yet present. A **system for integrating and monitoring progress on the GLOs should be developed.**
- The **achievement gap** is widening between high needs and non-high needs students. There is a need to provide more **focused training on the Rtl continuum.**



School Culture and Support for Student Personal and Academic Growth

Areas to Celebrate

- Student needs, both academic and behavioral, are met in an environment that values inclusion and equal access to the standards and co-curricular enrichment activities.
- The school benefits from **strong parent/ community support and involvement** and parents and teachers feel there is a positive school culture .
- There is a **variety of comprehensive student support services** including in cross-curricular enrichment classes, after school clubs, and counseling and school based behavioral health systems.
- The success of the school stems from a culture of **open and honest communication** with values of integrity and trust.

Areas for Focus

- The **achievement gap** is widening between high needs and non-high needs students. There is a need to provide **more focused training on the Rtl continuum**.
- A schoolwide **system to monitor student progress towards the GLOs** is not yet present. A system for integrating and monitoring progress on the GLOs should be developed.



Celebrate Schoolwide Strengths



- The campus is a **clean, safe, welcoming environment**.
- The school has recently placed strong emphasis on **inclusive practices** schoolwide.
- Student learning needs are monitored by the **Academic Reflection Team (ART) process** quarterly using a common monitoring template that is updated, evaluated, and refined as needed.
- A wide variety of on campus and off campus **professional development opportunities** have been offered to staff.
- Teachers value the time afforded by weekly **PLC meetings** which have evolved to be more teacher-owned and allow more time to examine student work, deconstruct standards, plan instructional strategies, calibrate assessments, and discuss challenges of practice.
- The school has **strong community support and involvement** that assist the school in a variety of areas from volunteers to guest speakers. (SCC, PTSA, Classroom Volunteers, Reading Support, and more).
- Two Science PTTs to support the **implementation of NGSS and science strategies**.
- The entire professional community (teachers, classified staff, admin team and principal) foster a **positive and powerful culture of teaching and learning** with a focus on each student.
- The success of the school stems from a culture of **open and honest communication with values of integrity and trust**.
- The school's various processes enable the importance of teacher and community **collaboration and continue to promote open pathways for parent, teacher and student voice**.



Critical Areas for Focus

The self-study identified and work should continue on: Areas for Focus



1. The staff needs to develop methods to improve consistency in assessing the GLOs to provide a foundation for schoolwide positive behavior expectations, class management strategies, routines and procedures. The staff will conduct activities to improve calibration and assessment of the GLOs.
2. The achievement gap is widening between high needs and non high needs students driving the need for the ART to provide additional focused training on the Rtl continuum and process, instructional strategies, and assessment practices that work best with the subgroups of Pacific Islanders, Low SES and SPED. The staff will improve Tier 1 and Tier II instruction through effective high-yield instructional strategies and overall improvement of the Rtl system and process.



Schoolwide Action Plan



Visualize what will be different for students....

- One year from now?**
- Two years from now?**
- Three years from now?**