KALIHI UKA ELEMENTARY SCHOOL SELF-STUDY REPORT

2411 Kalihi St.

Honolulu, HI 96819

Honolulu District

March 8-11, 2020

Hawaii DOE/ACS WASC Focus on Learning Accreditation Manual, 2019 Edition

CONTENTS

Preface

Include the following:
- **Background: A brief description of the school community and a short history of the school and its background. Include a summary of the school's ACS WASC accreditation history.**
- **School Design: Provide a brief summary of ways in which the school is using school design to ensure that the whole child is being addressed and is preparing students for college and career readiness to advance the goals of the HIDOE Strategic Plan 2017–2020.**
- **Student Voice and Teacher Collaboration: Provide a brief summary of how student voice and teacher collaboration are being addressed to advance the goals of the HIDOE Strategic Plan 2017–2020.**
- **Current Self-Study Process: Briefly describe the involvement and collaboration of all stakeholders in the self-study process.**

Background
- School Description (history and background)

Kalihi Uka Elementary School (KUES) is a small elementary school located in the upper Kalihi Valley section of Honolulu. KUES is one of nine elementary schools in the Farrington Complex in the Honolulu District. The KUES school community is composed of a diverse population of students, staff, and community members. While on its surface, the school may be classified as urban with a large high needs student population, there is more to KUES' story than what can be seen on tables and graphs. The heart of the school lies in its ability to exceed the academic and behavioral expectations that would exist for schools with similar demographics. Since the mid-2000s, KUES has consistently been recognized for high levels of student achievement and growth by the No Child Left Behind Act and Strive HI accountability measures. In 2018, KUES was recognized as a National Blue Ribbon School.

KUES first opened on September 12, 1921 with Mrs. Elizabeth Abrehamsen as principal and a faculty of three teachers in grades 2-5. The school currently has a principal, vice-principal, and 19 teachers, and serves over 260 economically and ethnically diverse students in grades PK-5. KUES will celebrate its centennial celebration in 2021.

In 2015, KUES had its first full visitation and received a six-year term of accreditation with a one day mid-cycle visit from the Western Association of Schools and Colleges. Since its initial visitation, KUES has worked to maintain the areas of strength and address the areas of need that were identified by the visitation committee. Committee recommendations were incorporated into KUES' Academic Plan, and the school's progress was monitored by the Academic Review Team (ART). These efforts were recognized by the visitation committee during KUES' midterm visitation in March 2018 during which commendations and further recommendations were provided.

School Design, Student Voice, and Teacher Collaboration
School Design, Student Voice, and Teacher Collaboration were identified in the 2017-2020 HIDOE Implementation Plan as high impact strategies that schools will address in order to improve student outcomes.

Every Hawaii DOE school has created a school design intended to ensure that all students are engaged in meaningful curricula, their learning environment, and learning practices that are aligned to college and careers. There are 5 components to every school design: 1) Core Values

and Mindset, 2) Curriculum and Learning, 3) Student Learning and Voice, 4) Teachers as Lifelong Learners, and 5) Infrastructure. KUES is designed to engage all students in learning through the use of high yield teaching strategies and a rigorous curriculum that is designed to prepare students for college and career readiness.

- Core Values and Mindsets - the General Learner Outcomes (GLOs) are tied to KUES' Learner Dispositions, which are the attitudes one possesses when learning. The KUES Learner Dispositions are Compassion, Inquisition, Collaboration, Reflection, and Grit. Together, the GLOs and Learner Dispositions help students develop into well-rounded individuals who see value in giving back to the school and community.
- Curriculum and Learning - Teachers utilize Learning Intentions and Success Criteria (LISC) to build self-inquiry and promote discussion and self-assessment within the classroom. In addition, high impact teaching strategies and intervention programs support student achievement.
- Student Learning and Voice - Students gain ownership of their learning by having a clear sense of where they are going in their learning, how they are doing, and what they need to do next.
- Teachers as Lifelong Learners - Teachers engage in professional development opportunities that promote high-yield teaching strategies. In addition, cycles of student centered coaching elevate teaching practices in order to meet student needs. Reflection is a critical component of the work that needs to be done.
- Infrastructure - KUES is committed to educating the whole child in order for students to be competitive in the 21st century. As a small school, we are able to target individual needs and work closely with families to improve student outcomes. The school also organizes events that engage families in learning and help to create memorable learning experiences. Students also have 1:1 access to technology devices that are used to enhance learning.

Teachers are beginning to incorporate student voice by developing standards based learning activities that are centered around students' interests. Eventually, as students improve their usage of LISC, they will refine their ability to take their learning further by identifying where they are in their learning, where they need to be, and what steps they need to take to reach their learning targets. This process will also allow teachers to identify the interventions and supports that students may need in order to meet learning goals.

In its simplest form, teacher collaboration at KUES involves identifying common student needs, developing rigorous learning activities that address those needs, and providing interventions for individual student needs. On a larger scale, teacher collaboration takes place both horizontally (within grade levels) and vertically (across grade levels). Within grade levels, teachers analyze student data, evaluate their teaching, and identify effective practices that should be continued and ineffective practices that should be modified. Across grade levels, teachers collaborate with each other to discuss how to improve student outcomes on increasing engagement, developing clarity, and incorporating student voice.

Current Self Study Process
- Reference timeline, work sessions, presentations, communication with role groups (SCC, Safety Committee)

Date	Activity
Ongoing	- Academic Plan is implemented and progress is monitored - Student achievement data is collected - Data is reviewed by Impact Teams (IT) and Academic Review Team (ART), and student needs are identified - ART monitors the implementation of the Academic Plan, documents interim measures of progress, and communicates status to faculty and School Community Council (SCC) - Academic Plan is updated to include new data and state, district, and school initiatives
April 2019	WASC introduction and timeline is presented to the faculty, staff, and SCC (Parent, Community, Student, Teacher, Classified, and Admin groups)
May 2019	Focus Groups provide input on Chapter 1 Progress Report
August 2019	Update new staff members on the accreditation process
October 2019	WASC Training Phase 1
January 2020	Focus Groups work on assigned Chapter III category: Breakdown prompts -What is the prompt asking?
February 2020	- WASC Training Phase 2 - Focus Groups begin to answer prompts in bullet points and collect evidence
September - October 2020	- Focus Groups update assigned Chapter III category - Focus Groups read and ask questions on other Focus Groups' sections
October 2020	WASC Training Phase 3
November 2020	Staff reviews Chapter III

Chapter I: Progress Report

- **Description of any significant developments that have had a major impact on the school since the last full visit.**
- **Summary of the progress on the implementation of the Academic Plan, including critical areas for follow-up from the last full HIDOE/ACS WASC self-study.**
- **Comments on the follow-up process since the last self-study/visit.**

Significant Developments

In March 2020, the Novel Coronavirus Pandemic caused all Hawaii public schools to close their campuses to students and begin distance learning. Due to equity issues surrounding access to technology, the 4th quarter was reduced to enrichment and review. KUES teachers, working from home, generated online asynchronous learning activities and also created learning packets for those unable to access online learning. The school mailed out the learning packets, many of which were individualized to meet students' unique learning needs. Teachers quickly learned to use different online platforms such as WebEX, Class Dojo, Google Classroom, Pear Deck, etc. The school loaned out Chromebooks for students to use if they had access to wifi and needed a device.

This was a challenging time for the school and many new safety protocols were put into place. Spaces were deep-cleaned and there were no visitors allowed on campus without prior consent. When teachers had to return to pick up materials, they returned in small numbers at different times of the day to avoid crowding. Students who needed school supplies were able to pick up a bag of supplies. The counselor delivered supplies to those who were unable to get to the school during office hours.

To mitigate the loss of instruction during the 4th quarter, the school held state-funded summer school classes for the first time in decades. High-need students were invited to attend 4 weeks of class. The school also held a separate 2-week summer program for students who were in the developing proficiency range.

As a result of the pandemic, the school has increased its reliance on social media and digital means to communicate with parents and the community. Parents may follow the school on social media (FaceBook, Twitter, and Instagram) to obtain updates and reminders. Parents also receive emails from the school and messages from teachers on Class Dojo.

Staff Changes

During the fall of SY 2018-19, Principal Laura Ahn was promoted to principalship at a middle school. Ms. Randiann Porras-Tang was assigned as the TA principal from October through December 2018. Mr. Derek Santos was selected as the new principal and began leading the school in January 2019. Principal Santos brought a high level of expertise in Visible Learning and has worked to raise collective teacher efficacy in utilizing Visible Learning strategies.

Under the leadership of Principal Santos and the ILT, the school confirmed and identified Visible Learning, Targeted Instruction, and Power Standards as school priorities. Grade levels identified *table top* and *leg* standards. Identified needs of vocabulary and continuing to develop well rounded 21st century learners has led the school to develop the Academic Plan for SY 2020-2021 focused on Project Based Learning, Hawaii Multi-Tiered System of Supports (HMTSS)

and Visible Learning.

The school has gone through several staff changes since the previous self study was conducted. The head custodian retired and was replaced by a new head custodian. The cafeteria manager moved to a larger school and the school has had TA cafeteria managers running the breakfast and lunch meal program. The school no longer has a Parent Community Network Coordinator (PCNC). The school currently has 9 teachers who have joined the staff since the 2014 WASC self study. These teachers have filled spaces created when teachers retired, moved out of state, left the department, or transferred to other schools; or when new positions were developed. The school has also had 2 CISL vice principals (Hawaii Certification for School Leaders), both of whom moved on to secondary schools.

Demographic Changes
A significant demographic change occurred with the introduction of four-year-old students in an Executive Office of Early Learning (EOEL) preschool class in SY 2018-19. Over a year of planning and training took place before the program was launched. Siblings of KUES students were given first priority. A new teaching position was created and a teacher with early childhood education credentials was hired to run the program. Many of the students who graduated from the EOEL class remained at KUES as kindergarteners.

Prior to the 2018-19 school year, the Farrington Adult Community School sponsored the Parent Literacy Program for parents and children 0-4 years of age. The group met 3 days a week on the KUES campus. The program was replaced in SY 2018-19 by the Ka Pa'alana Homeless Family Education Program (Partners in Development). Ka Pa'alana partners with KUES to provide early learning and parent education as well as participate in community events such as science nights. During the pandemic while students are learning from home, the program is on hiatus.

Curricular Developments
After the last accreditation visit, a concerted effort was made by teachers to teach Wonders and Stepping Stones with fidelity. In 2019 KUES teachers began to dissect the Common Core State Standards (CCSS), identify the priority standards and assess student learning of these standards. This led to a shift from teaching the curricula from cover to cover. Teachers collaborated to identify and employ the lessons and activities within these programs which correlate to the standards, thus ensuring the standards are learned and utilized by students.

Another significant development was the adoption of Project Based Learning (PBL) by teachers. This occurred due to the need to integrate subject areas, develop real-world application and understanding, and build in depth learning. During the summer of 2020, teachers were provided PD to better understand how to create quality PBL lessons. Because teachers knew the direction the school was taking, a few teachers had started conducting integrated lessons before the pandemic began. All teachers started developing and implementing integrated units of study once the schools switched to distance learning in the 4th quarter of 2020.

PBL is supported by the academic curriculum. Wonders ELA curriculum, Stepping Stones math curriculum, and STEMscopes science curriculum are supplemental to the PBL learning activities. Additionally, teachers can incorporate social studies, art, Hawaiiana, music, and PE

into their PBL lessons.

The changes to curricula have also led to changes with instructional practices. In 2016, KUES began its work with Corwin and Visible Learning (VL). VL has identified the most effective instructional practices through Professor John Hattie's research. As a school, KUES is focused on developing Assessment Capable Learners (ACL), incorporating Learning Intentions and Success Criteria (LISC) with clarity, and expanding questioning and discussion in the classrooms. With ACL and LISC, KUES is focused on building students' understanding about where they are in their learning, what they will be learning (learning intentions), how well they are doing in their learning, how they will know if they are successful (success criteria), and where they are going next. With teachers collaborating on expectations for learning, they are able to focus on developing higher order thinking and learning through classroom/small group questioning and discussions.

HMTSS
In 2019-20, KUES joined a cohort of Honolulu schools to begin training for Hawaii Multi-Tiered Systems of Support training. The training was put on hold in the spring of 2020 but as a result of the school's participation in the cohort, the school was able to conduct a beliefs survey. This survey asked teachers to share their beliefs about learning and what role the school and their classrooms play in the development of students' academic, health, behavioral, and social/emotional well being.

Ongoing Processes
The components of the AP that address instruction and student learning are embedded into Instructional Leadership Team (ILT) meeting agendas. ILT meetings take place on at least a quarterly basis and include administrators, grade level chairpersons, and program coordinators. At these meetings, discussions amongst the team address and identify schoolwide and classroom learning needs as well as the instructional practices to address those needs. Schoolwide and grade level data is used to make informed and intentional decisions. Impact Team (IT) meetings take place weekly. At these weekly 90 minute meetings, grade level teachers analyze grade level data and discuss where students are in learning the priority standards and the instructional strategies they are using to help students master and apply the various concepts.

KUES utilizes the Comprehensive System of Student Support (CSSS) to provide additional supports beyond what the general education class can provide. When teachers refer students who are in need of extra support, the school's CSSS team, composed of administrators and support teachers, meets to review the referral. Additional supports are then provided, data collected, and student progress is monitored.

Academic Review Team (ART) meetings are held quarterly to review and document progress on the Academic Plan (AP) and WASC identified areas of need. At ART meetings, data on the measurable outcomes is compiled, reviewed, and next steps are determined.

The SCC also meets quarterly to engage various role groups in the ongoing process of monitoring the school's progress in implementing the AP. The SCC is kept updated on data, the AP, and events within the school.

Progress on the Implementation of the Academic Plan - Progress, Evidence, Impact on Student Learning

When KUES was initially visited by a WASC Visiting Committee in 2015, schoolwide critical areas of strength and follow up were identified. Following the visitation, schoolwide critical areas for follow up (below) were incorporated into the school's AP and progress in these areas has since been monitored.

Schoolwide Critical Areas for Follow-up

- To close the achievement gap, the school must ensure that students with special needs, especially those in grades 3 - 5, receive rigorous instruction in CCSS aligned curriculum in their Least Restrictive Environment (LRE).
- The administration and faculty must ensure that core curriculum programs are implemented consistently and with fidelity.
- The school must continue to strengthen instructional strategies to improve critical thinking skills and foster more application of standards.
- The school should continue to build upon strategies that increase parent involvement focused on supporting the learning in the home environment.
- The school should address practices that impinge upon maximum use of instructional time.

To close the achievement gap, the school must ensure that students with special needs, especially those in grades 3-5, receive rigorous instruction in CCSS aligned curriculum in their Least Restrictive Environment (LRE). **Action Plan Progress:**
In order to address the academic needs of students eligible for Special Education, all teachers utilize CCSS aligned curricula to provide instruction. The school also utilizes multiple measures to ensure that IDEA-eligible students receive instruction in their Least Restrictive Environment (LRE). CCSS ELA Standards are addressed through the use of the Reading Wonders Curriculum in the General Education classroom and is supported through the use of WonderWorks in the Special Education resource rooms and inclusion class. Students eligible for Special Education typically receive instruction in Wonders in the General Education Setting. However, in order to provide special education students with scaffolded opportunities to build foundational language arts skills, instruction in WonderWorks is provided as well. WonderWorks is a supplemental component of Wonders that is designed to provide intensive and scaffolded support. CCSS Math Standards are addressed through the use of Stepping Stones in the General Education classroom and other standards-based resources in the Resource Rooms. In the general education classrooms, special education students typically receive the main Stepping Stones lesson for the day. Following this grade level exposure, students receive math

instruction in the resource room. The use of standards based instructional resources allows for targeted instruction that addresses specific IEP objectives rooted in CCSS.

Due to the wide range of instructional levels of students eligible for Special Education, KUES has been able to provide some inclusionary supports in some grade levels. General Education and Special Education teachers discuss inclusionary practices and align curriculum for both Wonders and Wonderworks. Full inclusion has been a challenge for Kalihi Uka because of a lack of staffing resources.

Students' progress in both language arts and math is monitored by several different measures, which include Wonderworks assessments, Stepping Stones assessments, i-Ready Reading/Math (universal screeners), and classwork. This data is taken into consideration when teachers evaluate the effectiveness of teaching strategies and identify next instructional steps. The data also drives IEP decisions on at least an annual basis when goals and objectives are updated.

In all grades, IEP teams identify the service time needed in the Special Education and General Education settings in order to provide the best balance between General Education and Resource Room instruction. During IEP meetings, teams utilize the following means to determine students' Least Restrictive Environment (LRE): IEP meeting discussions, LRE worksheets, academic assessment data, behavioral data, and ongoing updates between teachers. According to a survey taken in Spring 2017, 100% of teachers responded that these means have been effective in determining LRE.

The school must continue to strengthen instructional strategies to improve critical thinking skills and foster more application of standards.

Action Plan Progress:

In order to align the school's efforts to strengthen instructional strategies and improve critical thinking skills for students, KUES decided to develop a common understanding of what critical thinking skills are and how to implement opportunities to teach those skills so students may use them. In January 2017, a teacher survey revealed that teachers' common understanding of critical thinking is the process of analyzing, explaining, and justifying one's thinking. It is addressed in the following ways:
● Using schema to make connections
● Engaging in collaborative conversations using higher order thinking and questioning strategies
● Problem solving within and across all content areas
● Using multiple strategies to show one's thinking or to form a conclusion

KUES continues to address the teaching of critical thinking skills through problem solving lessons across content areas. The school practices Visible Learning high yield strategies in the classroom and infuses GLO #3 (Complex Thinking) in daily lessons.

Through the use of KUES high yield strategies (collaborative conversations, student goal setting, and providing feedback), the school is seeing increased use of critical thinking. Observations and lesson plan data from the Effective Educator System show that teachers are using and understanding component 3b: Questioning and Discussions with proficiency to hold collaborative conversations in their classrooms. For student goal setting; students are collecting their own data, self-assessing their understanding of the learning targets, and figuring out their next steps - seeking help or moving on to the next level. The school is finding that when students receive feedback, they need extra processing time to go through the metacognitive process to reflect on their own learning. This continues to be a challenge and an area of focus.

To gain a clearer understanding of critical thinking goals for students, teachers from grades PK-5 collaborated on defining critical thinking for GLO #3: Complex Thinker.

In order for KUES teachers to continue to strengthen instructional strategies to improve critical thinking skills and foster more application of standards, in 2019, teachers began the process of deconstructing the standards in ELA and math. The deconstruction of the standards helped to build a shared understanding about the standards, expectations for learning, and common assessments. The work of identifying what is being taught and learned was transferred to students through Learning Intentions and Success Criteria. This shift helped teachers to teach to the standard versus teaching all the lessons within the curriculum programs.

The shift to prioritizing power standards has helped focus instruction on the standards students need in order to be successful in school and in the future. This focus has allowed teachers and students to go deeper in their learning and understanding of each standard being taught.

The school should continue to build upon strategies that increase parent involvement focused on supporting the learning in the home environment.

Action Plan Progress

Schoolwide parent involvement opportunities are offered throughout the school year. These events aim to increase support for learning in the home by parents. KUES decided to shift focus to evening events that working parents are more likely to attend rather than continue poorly attended daytime parent events. The best-attended activities, like Curriculum Night, involve student performance.

In an effort to promote greater attendance at evening events, KUES utilizes multiple methods of communication. At the start of the year, parents are provided with the dates for all of the school year's family events. The dates are also provided in the Parent Newsletter on the first day of school and handed out at Kindergarten Orientation and Open House. Events are posted on the sign board at the front of the school, and reminders are also sent home just before the events. Students are reminded about the events at lunch and during class.

KUES continues its attempts to solicit input from parents. A homework involvement parent survey found that while the majority of parents help their children to complete homework, they

wanted more clarity and examples of how to do the homework to better assist their children. Teachers in turn, have made sure to send homework that contains only skills for review and includes examples and directions.

The counselor conducts parent workshops for testing in both the fall and spring. The fall workshop helps parents interpret their children's test scores from the previous year. The winter workshop explains what is on the test. Both workshops include handouts with suggestions on how to help their children be ready for testing and be more successful in school. Parents and children take an online practice test together and are encouraged to continue reviewing the testing site and standards at home.

The school has partnered with Ka Pa'alana, a community organization that provides educational programming for parents and children from ages 0-5. (The intent of this program is to prepare children and their parents for school.) Parents and their children are led through songs, creative movement, interactive play, stories, and activities that increase learning. By having the Ka Pa'alana preschool classroom and EOEL preschool classroom both on the campus, KUES has been able to provide learning opportunities for children and parents from birth through grade 5.

Critical Areas for Follow Up Not Currently in the Academic Plan

There are two schoolwide critical areas for follow up that were identified by the WASC Visiting Committee in 2015 that are no longer relevant and not being addressed in the AP. Measures that were taken to address these areas were effective, so they are not included in the current AP.

● The administration and faculty must ensure that core curriculum programs are implemented consistently and with fidelity.

Teachers implemented the Wonders and Stepping Stones programs with fidelity. This allowed them to become familiar with the programs enough to evaluate the lessons and the success of the curriculum. Teachers identified areas that needed to be strengthened. KUES shifted from teaching the programs "cover to cover," to focusing efforts onto priority standards in ELA and math. By identifying the priority standards and using standards to drive instruction in the classroom, teachers focus on what really needs to be taught versus trying to teach all the lessons within Wonders and Stepping Stones. Because of this shift in prioritizing standards before curriculum, teachers are no longer using the programs with a high degree of fidelity. Instead, teachers use the programs as a tool to supplement their lessons, and for some students, as independent or guided practice.

● The school should address practices that impinge upon maximum use of instructional time.

In order to maximize instructional time, a master schedule was created. The master schedule identifies ELA and math times for each classroom and provides teachers a designated weekly meeting time within the school day. The school also eliminated the teacher specialist philosophy and all teachers teach ELA and math daily. This has eliminated the times needed to switch between classes.

Chapter II: Student/Community Profile and Supporting Data and Findings

Prepare a student/community profile.   **Include data and findings for the following:**
- **Demographic data, including the refined General Learner Outcomes and the implementation of the Na Hopena A'o**
- **Disaggregated and interpreted student outcome data**
- **Perception data summaries, if any**
- **Brief summary that includes:**
  - **Implications of data**
  - **Identification of two to three major preliminary student learning needs**
  - **Important questions raised by analysis of data (to be discussed in Focus Groups)**

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School Vision (revisited March 2017)
KUES' Vision provides an image of what the school wishes to achieve for its students.

Kalihi Uka EAGLES are

        E   Enthusiastic
        A   Active
        G   Growing
        L   Learning
        E   Engaged
        S   Successful

School Mission (revisited March 2017)

KUES' Mission outlines the values and skills students will develop on the path to achieving the school's vision.

1. Critical and Creative Thinking and Problem Solving
   ○ Use sound reasoning to make purposeful and ethical choices
   ○ Develop functional and critical thinking skills related to information and technology
   ○ Demonstrate creativity and perseverance
2. Collaboration
   ○ Work collaboratively with mutual respect while making positive contributions
   ○ Use effective communication skills
3. Global Awareness
   ○ Demonstrate good citizenship
   ○ Show understanding of the needs of the world by giving back to the community

General Learner Outcomes (GLOs)
The GLOs are the goals that students of all grade levels are expected to achieve as a result of standards-based instruction.

1. **Self Directed Learner** – The ability to be responsible for one's own learning
2. **Community Contributor** – The understanding that it is essential for human beings to work together
3. **Complex Thinker** – The ability to demonstrate critical thinking and problem solving
4. **Quality Producer** – The ability to recognize and produce quality performance and quality products
5. **Effective Communicator** – The ability to communicate effectively
6. **Effective and Ethical User of Technology** – The ability to use a variety of technologies effectively and ethically

The KUES faculty revisited the GLOs to provide clarity in order to better meet the needs of students. Through the use of "I can" statements, teachers deconstructed the language of the GLOs to make them more relatable to students. KUES has developed a progression of GLO-relevant skills that progress through grade levels PK-5. In order to do this, teachers considered the HIDOE GLO rubrics, as well as age-appropriate expectations for students.

In 2018, students were asked what each GLO looked like in action when in different areas of the campus. Each classroom collected students' responses which were compiled and edited to create a new (PBIS) Matrix for the school. Holding discussions and including student voice in the rubrics helped students gain a better understanding of the GLOs and have more buy in and accountability.

Nā Hopena Āʻo
Nā Hopena Āʻo is the Hawaii Department of Education's framework that includes six outcomes that are intended to develop the skills, behaviors, and dispositions that honor the culture of Hawaii.

> **HĀ: BREATH**
>
> Strengthened Sense of

Belonging

Responsibility

Excellence

Aloha

Total Well-being

Hawaii

KUES has embraced the values of Nā Hopena Āʻo and HĀ. Not only do all students receive instruction in Hawaiian culture through weekly Hawaiian Studies lessons, but each of the values included in the Nā Hopena Āʻo Statements are interwoven in daily conversations with students regarding behavior, health, achievement, self discipline, kindness, and what it means to be a child in Hawaii. KUES also showcased the framework during its 2020 Curriculum Night, when the theme was Nā Hopena Āʻo. Grade levels prepared and performed musical pieces that celebrated each of the Nā Hopena Āʻo statements. The event was well attended by parents and families.

DEMOGRAPHIC DATA
Official Enrollment:

Student enrollment has fluctuated over the past several years. These enrollment swings have impacted the school's budget, as school funding is dependent on the Hawaii DOE's Weighted Student Formula. However, with support from Honolulu District Office and the strategic use of existing resources, KUES has been able to maintain staffing allocations, class sizes, and support systems for students.
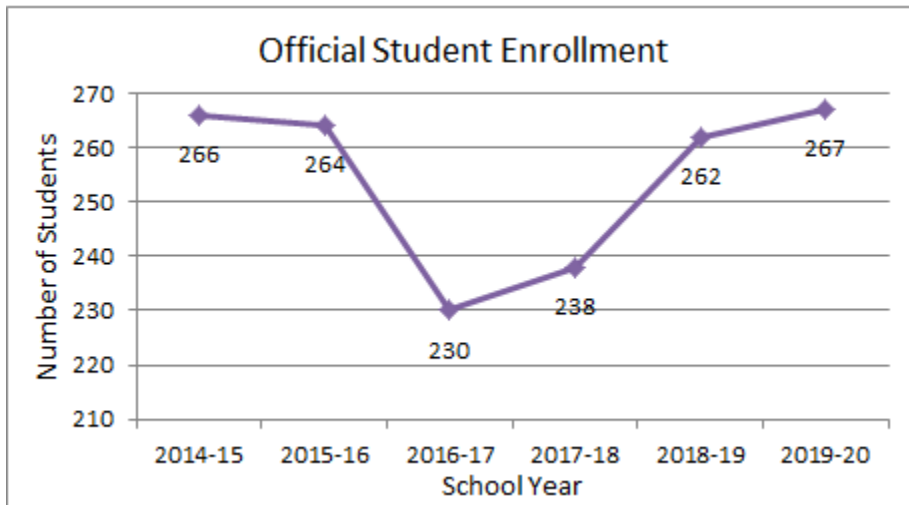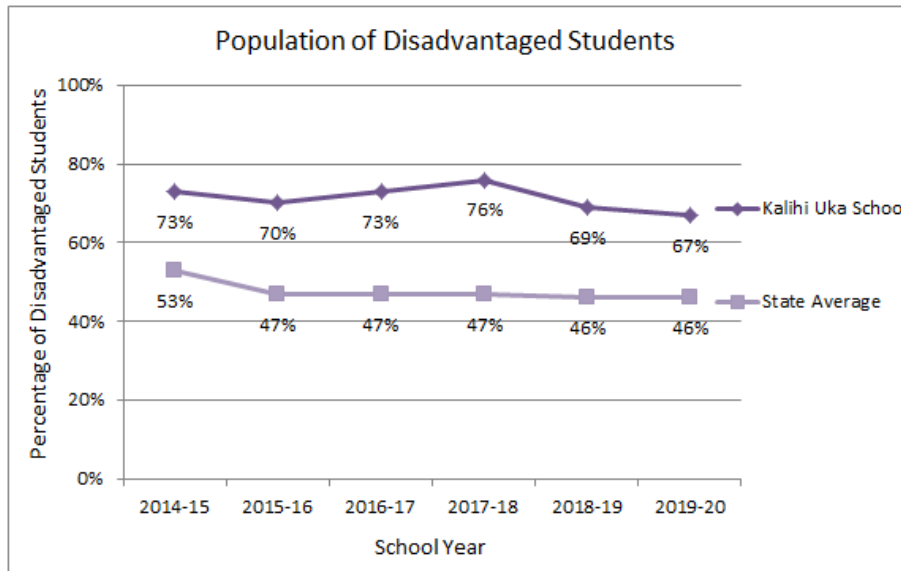

Student Ethnicity

More than half of the student population is classified as Asian (dominantly Filipino), with Pacific Islanders making up the next largest ethnic subgroup.

SY 2019-20 Ethnicity of Students

- 10% Hispanic
- 1% White
- 17% Pacific Islander
- 13% Multiple
- 60% Asian
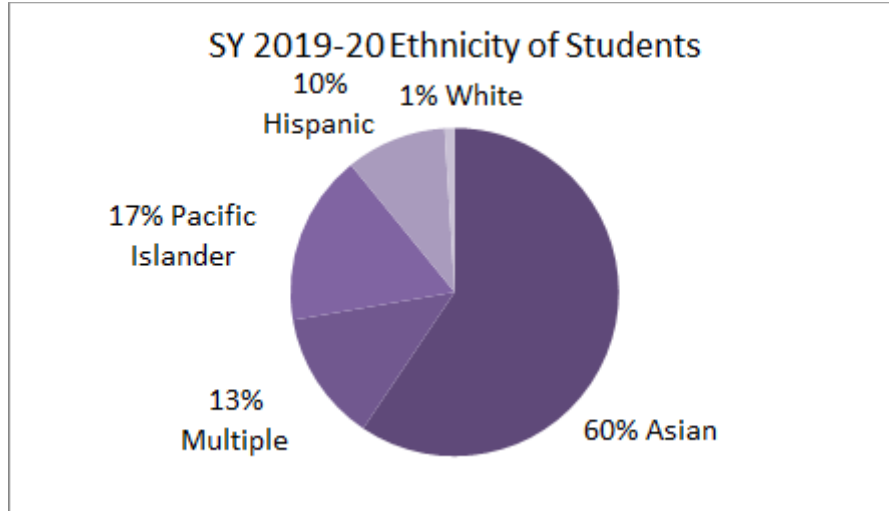
Disadvantaged Population

KUES students are classified as disadvantaged if their household income meets or falls below the Federal Poverty Line. Students who live in these households are eligible for the Free and Reduced Cost Lunch Program. Over the past several years, the disadvantaged population has remained steady, with between 69-76% of students participating in the Free and Reduced Cost Lunch Program - significantly higher than the state average.

Population of Disadvantaged Students

Percentage of Disadvantaged Students vs School Year

Kalihi Uka School: 73% (2014-15), 70% (2015-16), 73% (2016-17), 76% (2017-18), 69% (2018-19), 67% (2019-20)

State Average: 53% (2014-15), 47% (2015-16), 47% (2016-17), 47% (2017-18), 46% (2018-19), 46% (2019-20)

English Learners

The percentage of English Learners has also remained relatively steady over the past several years. This is another area in which KUES' population of English Learners exceeds the state average.

Population of English Learners
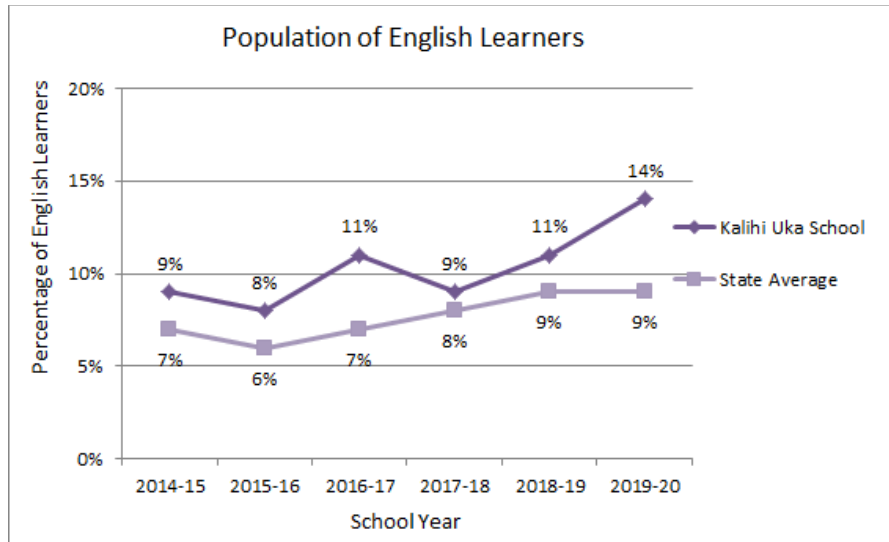
Students with Disabilities

The population of KUES students eligible for Special Education has remained stable between 8-10%.

**Population of Special Education Students**
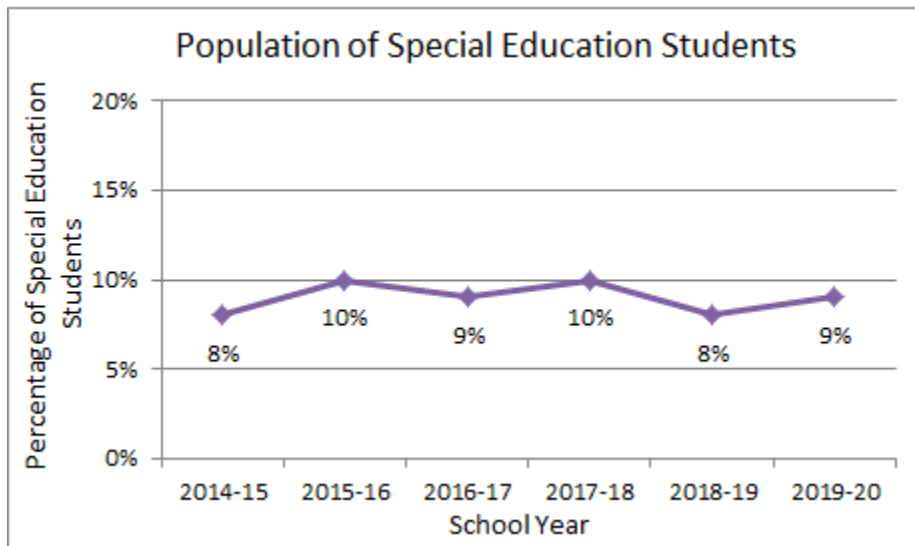
Attendance

KUES' attendance data has met the state standards in both average daily attendance and average daily absences.

School Year	Average Daily Attendance (higher is better)	State Standard	Average Daily Absences in Days (lower is better)	State Standard
2013-14	95.0%	95%	8.9	9
2014-15	95.5%	95%	7.8	9

17

2015-16	95.6%	95%	7.8	9
2016-17	95.7%	95%	7.5	9
2017-18	95.8%	95%	7.3	9
2018-19	95.1%	95%	8.5	9
2019-20	95.4%	95%	6.0	9

One of the Student Success indicators of the Hawaii State DOE and BOE Strategic Plan 2017-2020 is Chronic Absenteeism. Students are classified as Chronic Absentees if they have 15 or more absences in one school year. The state target for Chronic Absenteeism by 2020 is 9%, and KUES is working towards meeting that target with rates of Chronic Absenteeism ranging between 6-11%.
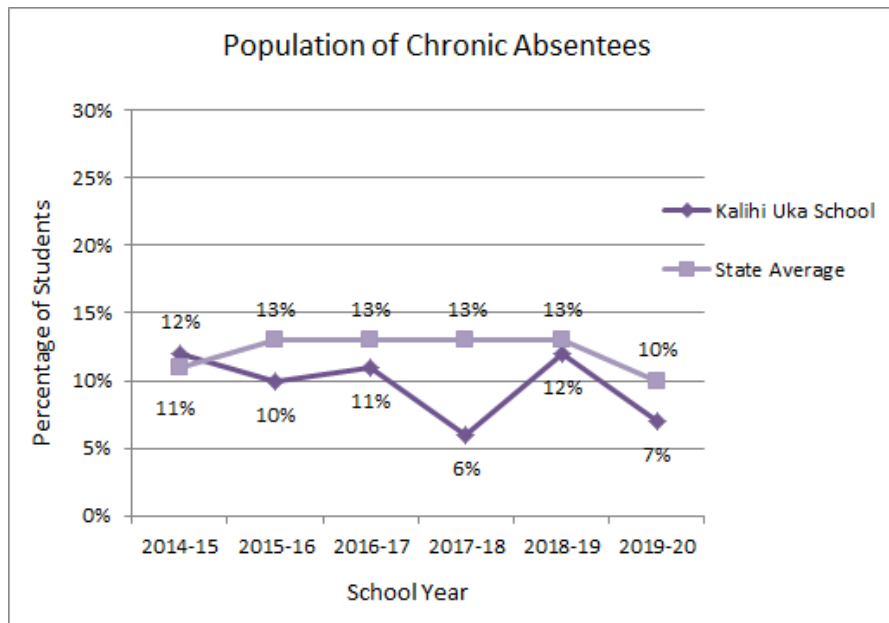
Discipline
Student suspensions are rare, but take place as a result of severe disciplinary issues. When suspensions are warranted, KUES staff respond to emotional or behavioral needs with counseling, parent conferences, behavior support plans, and if necessary, further assessment.

School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Suspensions	2	4	7	2	8	1	0

STAFF DATA

KUES' faculty consists of one principal, one vice principal, 17 classroom teachers, and four non-classroom teachers (Counselor, EL/Title 1 Coordinators, Student Services Coordinator). As of SY 2019-20, 100% of classroom teachers were fully licensed and are considered 'Highly Qualified' to teach their area of assignment. Classroom teachers have an average of eight years of teaching experience, and five teachers have advanced degrees.

There is ongoing professional development that addresses various practices that impact student learning.
- Department initiatives (Common Core State Standards, Next Generation Science Standards, Reading Wonders, Math Stepping Stones, Educator Effectiveness System, Hawaii Multi Tiered Systems of Support)
- District initiatives (American School Counselor Association Framework, Quality Behavioral Support)
- School initiatives (Visible Learning, Impact Teams, Learning Intentions/Success Criteria, Priority Standards, Science STEMscopes, Project Based Learning)

Teachers who are new to the school are provided various levels of support (District Mentors, school/peer coaching, and professional development) to better equip them with practices that will positively impact student learning. All KUES teachers participate in teacher led professional development cycles -- Impact Cycles. Through these Impact Cycles, teachers work together to develop a learning objective, classroom lessons and implementation of the objective and measure their own success. Teachers observe each other to give feedback, help and support each other to develop collective teacher efficacy and improve the quality of instruction.
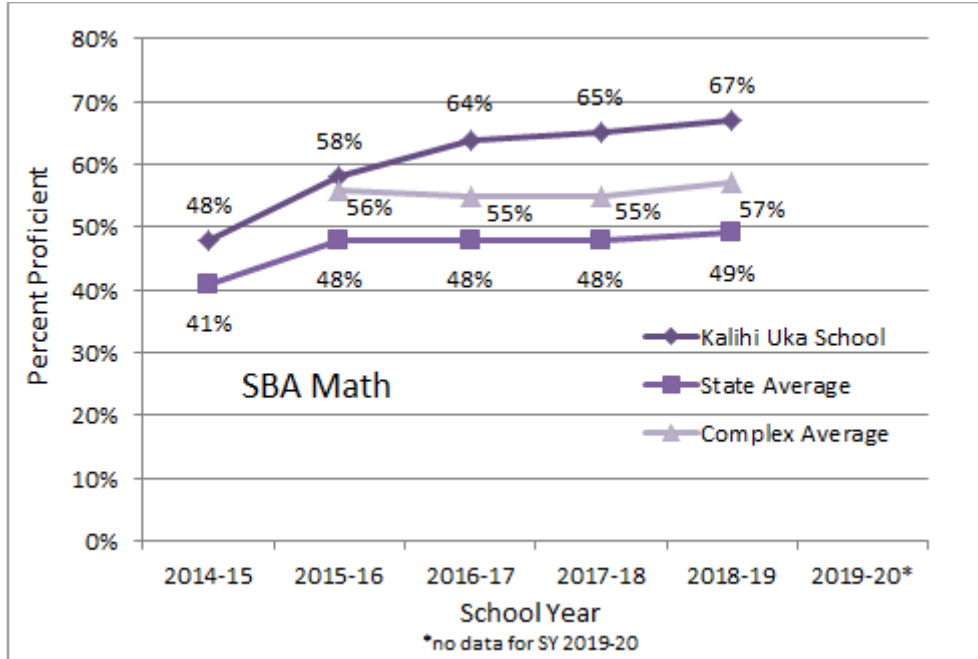
STUDENT PERFORMANCE DATA
**Student Achievement Data**
Smarter Balanced Assessment

SBA Math
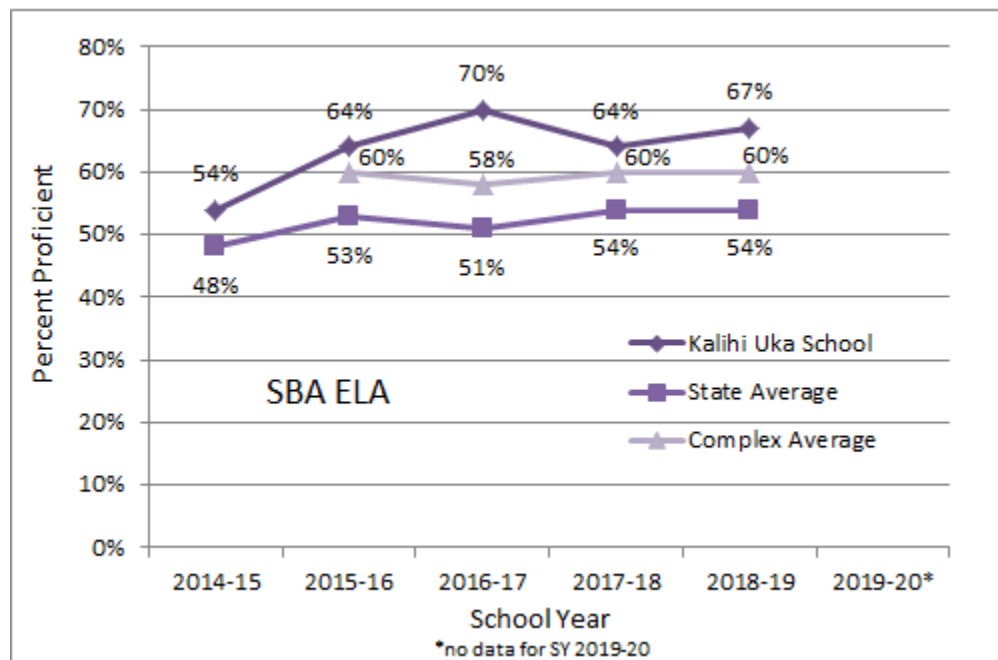
Over the past several years, KUES has maintained rates of proficiency in ELA and math in the mid to upper 60s. When comparing the percent of students meeting proficiency on state assessments to state and complex averages, KUES' students generally outperform their peers within the complex and state. Performance data for SY 19-20 is not available.
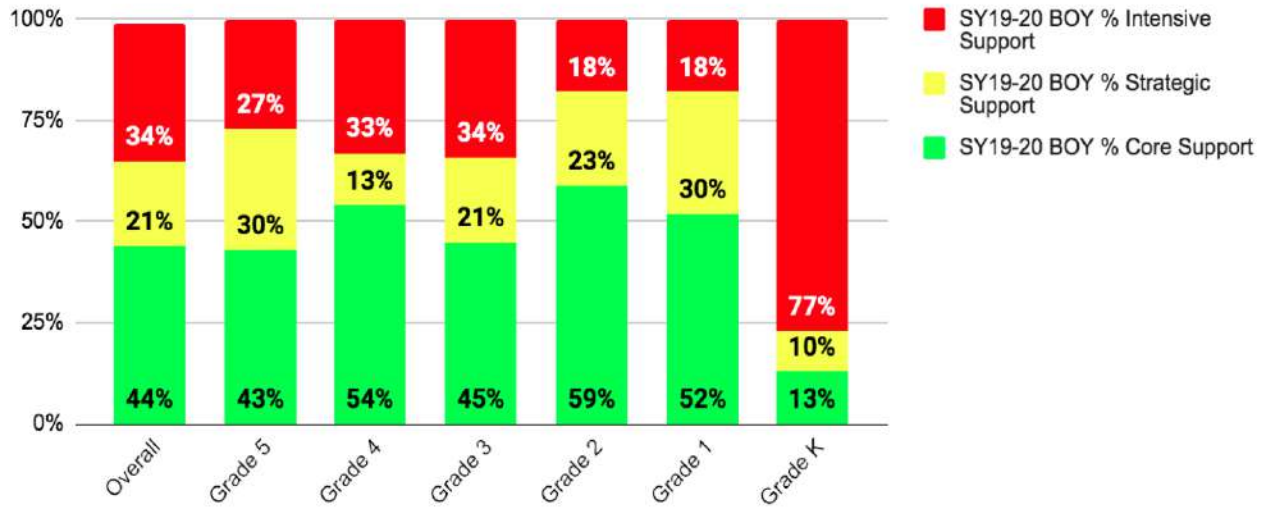
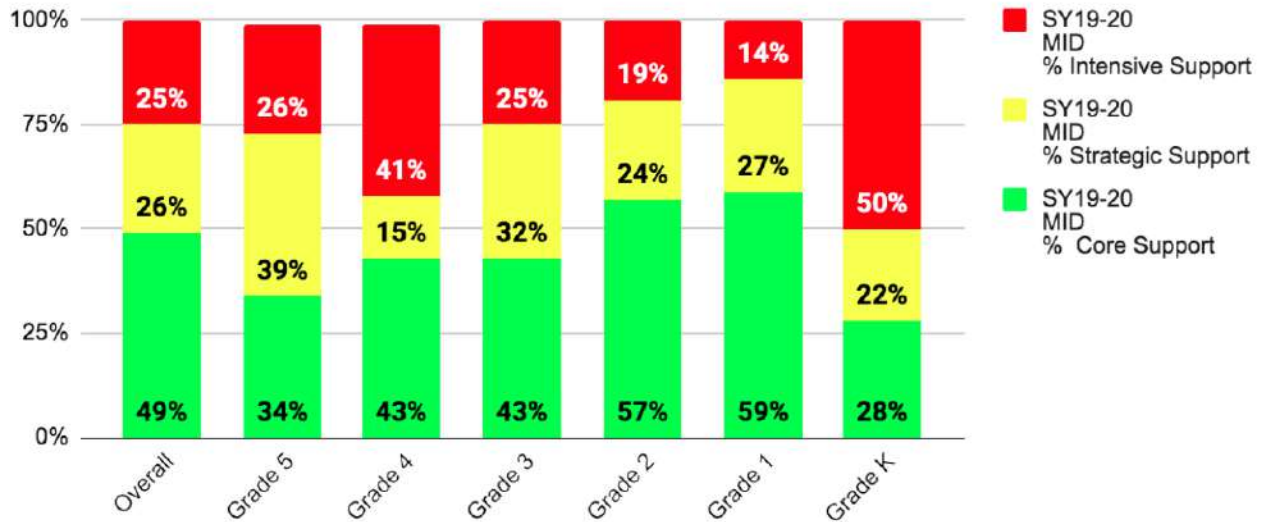**Hawaii State Assessment Science**

HSA Science
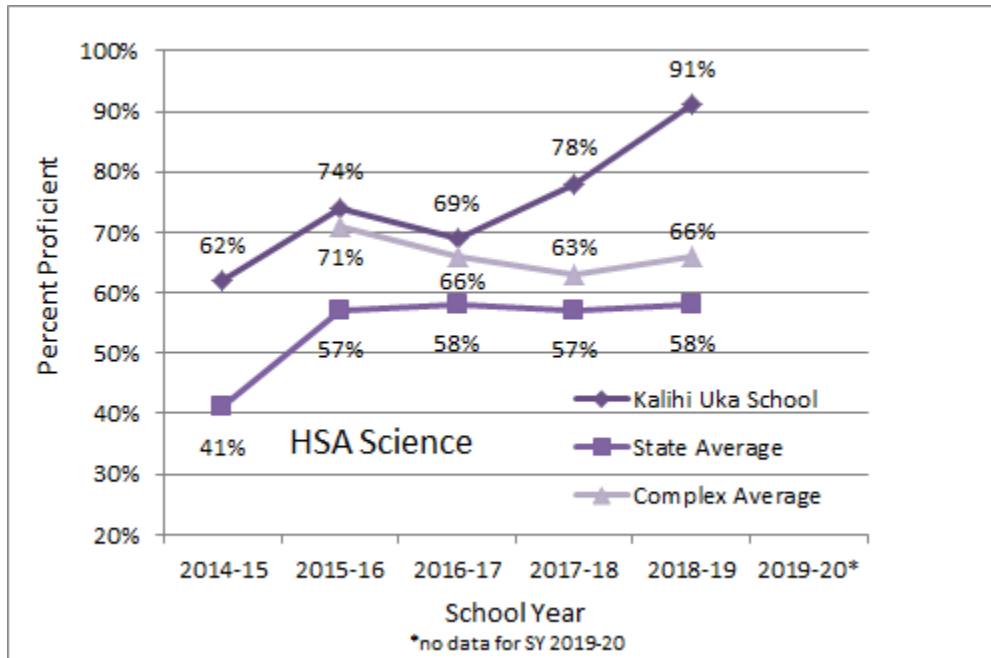
Students at KUES have also been outperforming their peers in the area of science with proficiency rates that exceed state and complex averages.

DIBELS

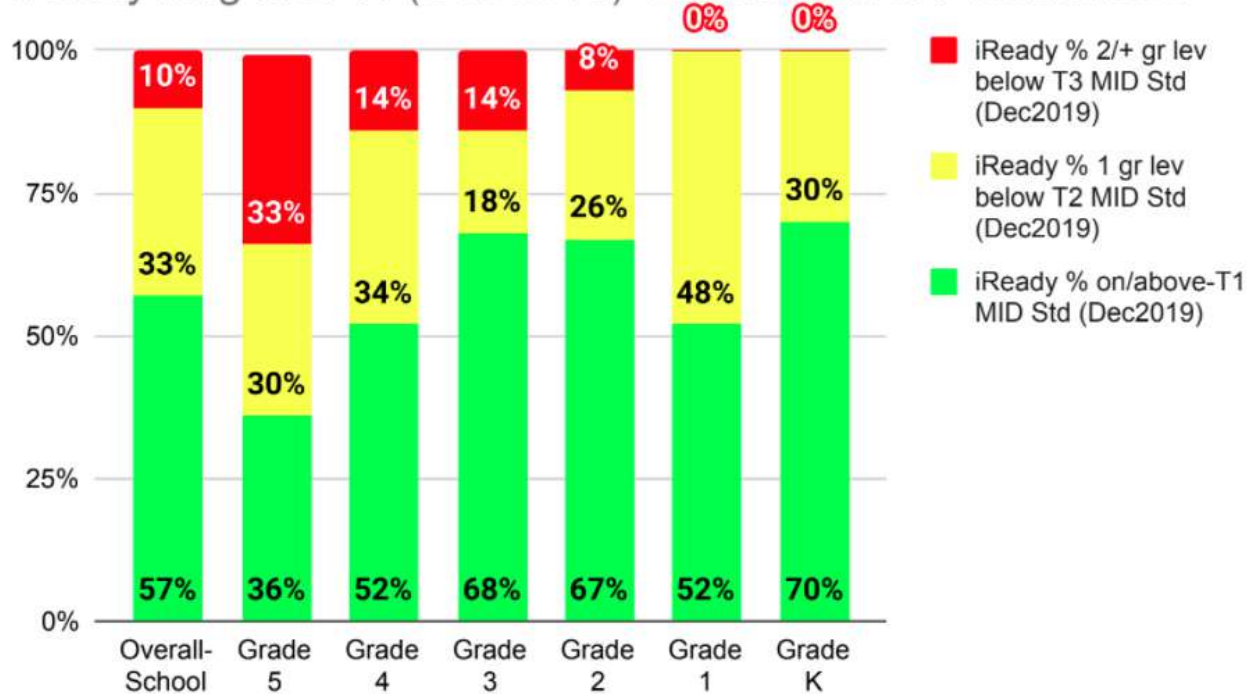## DIBELS- Progress on Recommended Goals SY19-20 BOY

Legend:
- SY19-20 BOY % Intensive Support (red)
- SY19-20 BOY % Strategic Support (yellow)
- SY19-20 BOY % Core Support (green)

Category	Overall	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade K
Intensive Support	34%	27%	33%	34%	18%	18%	77%
Strategic Support	21%	30%	13%	21%	23%	30%	10%
Core Support	44%	43%	54%	45%	59%	52%	13%

DIBELS- Progress on Recommended Goals SY19-20 MID

Legend:
- SY19-20 MID % Intensive Support (red)
- SY19-20 MID % Strategic Support (yellow)
- SY19-20 MID % Core Support (green)

Category	Overall	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Grade K
Intensive Support	25%	26%	41%	25%	19%	14%	50%
Strategic Support	26%	39%	15%	32%	24%	27%	22%
Core Support	49%	34%	43%	43%	57%	59%	28%

i-Ready

iReady Rdg MID Yr (Dec 2019)- Distribution of Proficiencies

Legend:
- iReady % 2/+ gr lev below T3 MID Std (Dec2019)
- iReady % 1 gr lev below T2 MID Std (Dec2019)
- iReady % on/above-T1 MID Std (Dec2019)

iReady Math MID Yr (Dec 2019)- Distribution of Proficiencies

Legend:
- iReady % 2/+ gr lev below T3 MID Std (Dec2019)
- iReady % 1 gr lev below T2 MID Std (Dec2019)
- iReady % on/above-T1 MID Std (Dec2019)
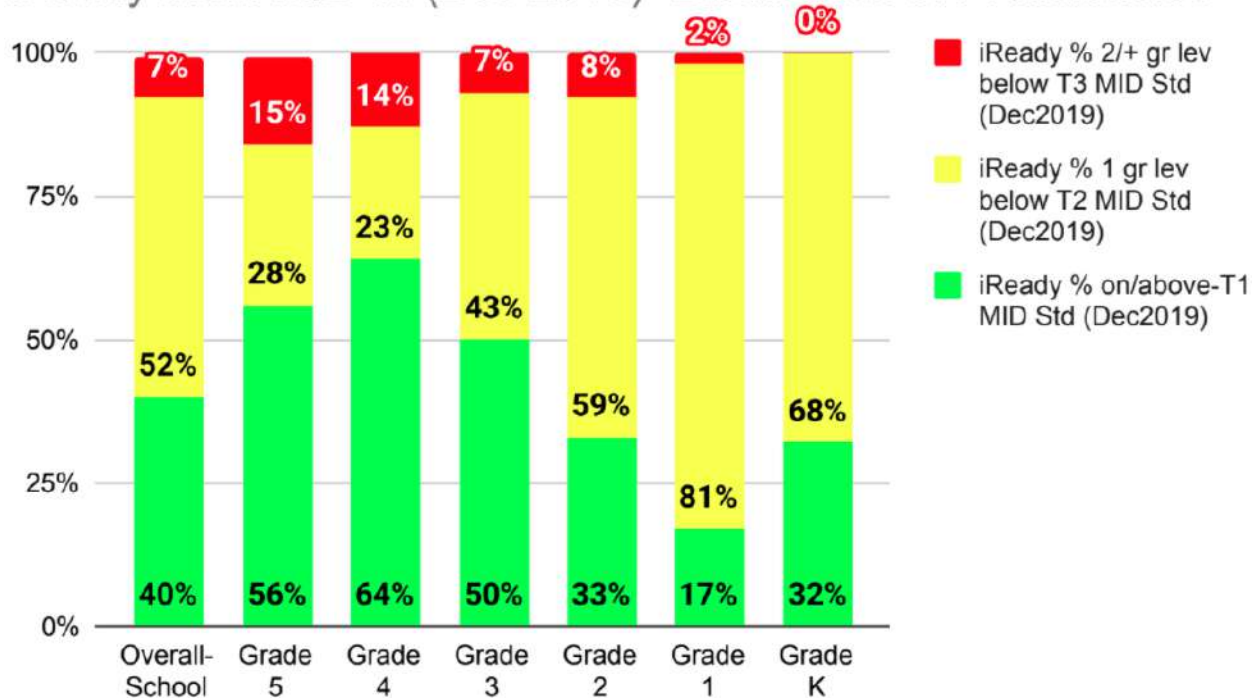
ADDITIONAL STUDENT ACHIEVEMENT DATA
English Learners (EL)

The EL program has been an important support for students for whom English is not their first language. Their progress is measured by their performance on the World-Class Instructional

Design and Assessment (WIDA). KUES has consistently exceeded the state average for students for meeting growth to target. This data demonstrates the high degree of effectiveness of KUES's EL program.

School Year	State Benchmark	% Students meeting growth to target
2016-2017	NA	91%
2017-2018	NA	94%
2018-2019	NA	81%
2019-2020	NA	69%

- Interpreted student outcome data
  - Students at KUES consistently make gains in the areas of reading and math. The strong reading foundation provided for students in grades K/1 helps to ensure success for all students. Reading Mastery has played a significant role in this.
  - One area of need is in the area of vocabulary. The data also shows that students struggle more in reading as they move up in grade levels. To continue to move all students forward in learning, KUES is implementing PBL to help students gain a broader vocabulary and develop the critical thinking skills needed for skill application.

General Learner Outcomes

School GLO 3: Complex Thinker # Students by Rating
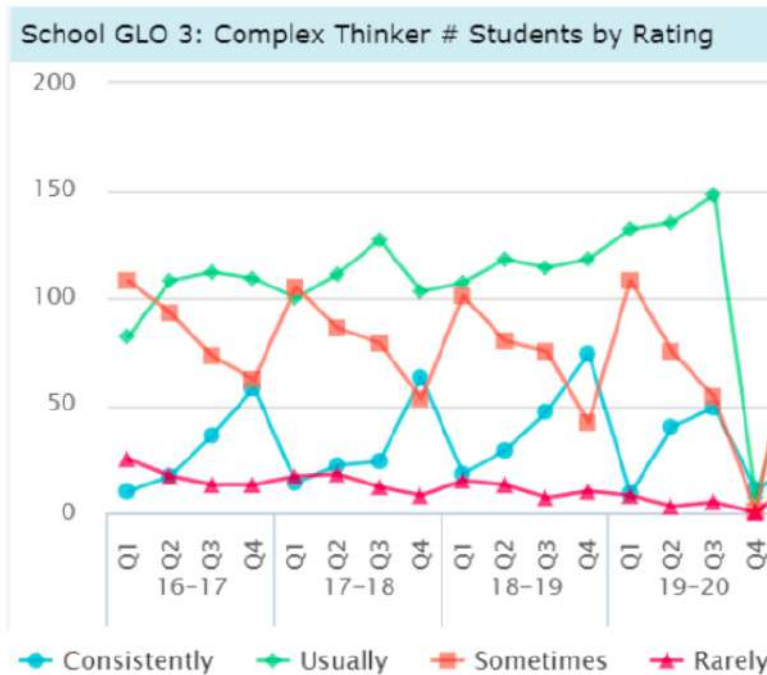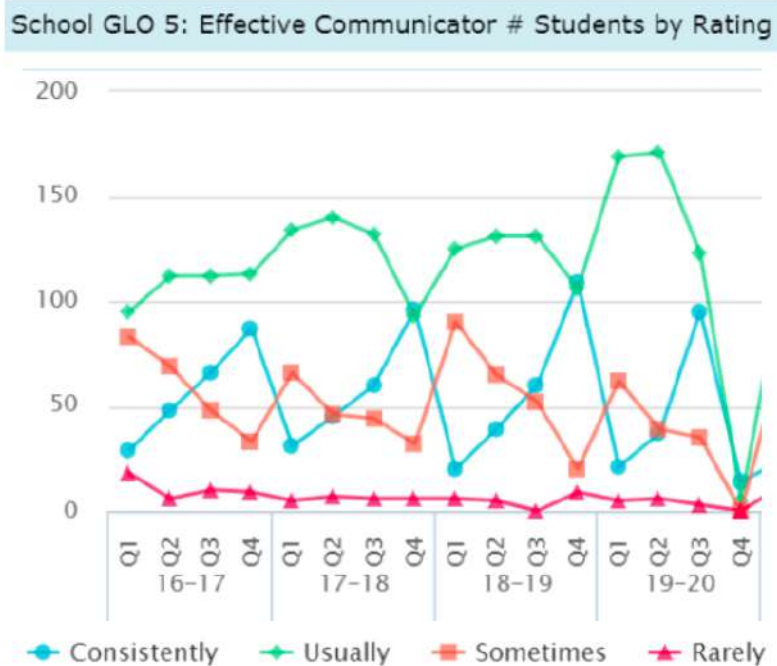
KUES is focused on GLO 3 Complex Thinker and GLO 5 Effective Communicator, as the school has determined that students need to be complex thinkers and communicate effectively in order to be successful in the world in which we live. Within the school academic plan, KUES is beginning to implement Project Based Learning (PBL) to develop students' critical thinking skills, push students to go deeper into their thinking, utilize skills and apply understanding across content areas, and to develop projects which require higher level thinking skills and abilities. Within PBL, KUES students will need to communicate effectively and collaboratively with each other to develop their projects.

In its review of the data for GLOs 3 (Complex Thinking) and 5 (Effective Communicator) over time, KUES sees lower rates of students being marked as *rarely* displaying these skills. In addition, as each school year goes on, the rate of students being marked as *usually* or *consistently* displaying these skills increases dramatically.

Perception Data Summaries
Panorama Survey

Kalihi-Uka Elem School
2019-20 Student Classroom Survey, Grades 3–5

PANORAMA

Summary

Topic Description	Results	Comparison	
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	**75%**	79% 75%	Farrington-Kaiser-Kalani Hawaii Department of Education
Classroom Engagement How attentive and invested students are in class.	**67%**	69% 68%	Farrington-Kaiser-Kalani Hawaii Department of Education
Classroom Rigorous Expectations How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.	**76%**	79% 79%	Farrington-Kaiser-Kalani Hawaii Department of Education
Classroom Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	**80%**	80% 80%	Farrington-Kaiser-Kalani Hawaii Department of Education
Pedagogical Effectiveness Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.	**82%**	84% 83%	Farrington-Kaiser-Kalani Hawaii Department of Education

Brief Summary that includes

- **Implications of the data**
- **Identification of two to three major preliminary student learner needs**

Through the review of KUES' student achievement data, vocabulary has been identified as an area of challenge for many students in all grades. Despite having established strong phonemic awareness and phonics skills, students continue to struggle with reading comprehension due to deficiencies in vocabulary, language, and limited life experiences. Students need to increase background knowledge in order to make connections with what they are learning. As a result, KUES has identified student learner needs to address that will support student learning across grade levels. These student learner needs include:

1. Targeted instruction to address data driven student needs
2. Integration and application of CCSS standards

3. Development of Assessment Capable Learners (ACL)

KUES' student population is composed of diverse learners with diverse needs. These needs must be met through small group targeted instruction that is informed by CCSS aligned formative assessments and is both deliberately planned and consistently delivered. KUES analyzes student achievement data to determine areas of focus to move learning and overall school priorities forward.

As the definition of the 21st Century Learner continues to evolve, so must instruction at KUES. Students must have opportunities to connect classroom learning to real world experiences and have CCSS ELA and Math standards embedded within Science and Social Studies standards. Students need to be able to apply learning between content areas, and one way to achieve this is through Project Based Learning.

The research of Dr. John Hattie and Visible Learning (VL) is helping students at KUES to be Assessment Capable Learners. Teacher PD has centered around VL for the past four years. A review of the data, classroom practices, and the needs of students, verified that it is critical to develop students to be their own teachers and take ownership of their learning.

Students and teachers are focused on implementing the most effective instructional practices such as Teacher Clarity and Learning Intentions and Success Criteria to ensure students understand where they are in their learning, how they are doing and where they are going next.

Important questions raised by analysis of data (to be discussed in the Focus Groups)
1. How is data being used to drive instruction?
2. How is curriculum being used to support CCSS and student learning?
3. What role do GLOs and PBIS play in the implementation of CCSS?
4. What role will PBL have in students' achievement of CCSS?
5. How are students using Learning Intentions and Success Criteria (LISC) to improve understandings, deepen learning, and raise achievement?
6. How will KUES continue to build upon past successes to reduce achievement gaps while continuing to raise overall achievement levels?

Chapter III: Self-Study Findings
For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.
<u>**For each category**</u>**, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.**
   Note: The five criteria categories are:
A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth

Category A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources

A1. Vision, Mission, and General Learner Outcomes Criterion

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school's purpose is defined further by academic standards, General Learner Outcomes (GLOs), and the school's Academic Plan.

This criterion emphasizes the following indicators:

- The school has established a clear, coherent vision and mission, and General Learner Outcomes; the school's Academic Plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

- The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission, General Learner Outcomes, and the school's Academic Plan are effective.

- Students, parents, and other members of the school community demonstrate understanding of and commitment to the school's vision, mission, General Learner Outcomes, and the Academic Plan.

A.1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

KUES has clear vision and mission statements created by the faculty and validated by representatives from the entire school. The mission statement ties in with the vision statement as the road map to reaching the vision. The vision and mission statements were revisited at a staff meeting in August 2017, and the SCC reviewed and approved the statements. The vision statement was revised and the last word in EAGLES acronym was changed from "students" to "successful." The most recent revisit occurred in January 2019.

The statements have been regularly discussed with the faculty and the students. The EAGLES vision is posted in the cafeteria and reviewed with students during lunch. The vision and mission

statements are referenced at our community meetings and posted in all newsletters. The staff cares deeply about the students and guide them to be the best possible version of themselves.

The vision and mission are evident in the culture and expectations of the school. Each person is encouraged to do or give more than is required. All stakeholders take the EAGLE challenge to do this, to be their best and to do a little more than is needed. The school does not want students to be held back because they come from a Title 1, lower socioeconomic community. The belief is that all students can succeed. KUES achieves success by everyone working together and going above and beyond.

The GLOs are an integral part of the culture of the school. GLOs are posted in every classroom and referenced by teachers throughout the day. To create relevance, each grade level's students dissected the GLOs and reconstructed them into meaningful language. They listed behavioral evidence of GLOs at school. Additionally, in 2018, the students in each grade level contributed to a GLOs behavioral matrix for specific areas on campus. The question was asked: "What will each GLO look like in this area of the campus?" (e.g. hallways, classrooms, cafeteria, bathrooms). The resulting PBIS matrix is included in the 2019-20 student planner and handbook.

Due to the March 2020 school closure, the staff was unable to revisit the Vision and Mission statements for an annual review. This remains to be done. The PBIS matrix is reviewed with the staff at the start of each school year.

KUES has a clear Academic Plan (AP) based on high quality standards. It was initiated by school leadership and small groups reviewed and added their input during multiple faculty meetings. The AP was reviewed and adopted by the SCC. Involving stakeholders in developing the AP increased their buy-in and commitment to carrying it out.

Findings	Supporting Evidence

KUES' strengths in this area
● Vision and Mission
    ○ EAGLES vision displayed in the cafeteria, classrooms, newsletters to families and on PPTs during Title 1 parent meetings
    ○ School vision reviewed with students during lunch times with administrators and other staff.
    ○ Mission is printed in KUES quarterly newsletters.
    ○ Mission ties into the vision and GLOs.
    ○ SCC revised and approved the school's vision and mission statements.
● GLOs
    ○ Each grade level's students dissected the GLOs then reconstructed them into relevant meaningful language. The students created a list of evidence that showed how they are meeting each of the GLOs
    ○ Students created matrix that aligns the GLOs to the behavioral expectations around campus
	Evidence of strengths
	● Banners displayed in cafe
	● Quarterly Newsletters
	● GLO matrix
	● PBIS matrix
	● Newsletters

■ PBIS matrix included in student handbook & planner KUES' needs in this area ● Conduct an annual review of the vision and mission (unable to at the end of 2019-2020 SY due to the pandemic) with faculty and SCC ● Review PBIS matrix expectations for each area of the campus (cafeteria, bathrooms, hallways, etc.) with students at the start of each year or when students physically return to campus.	Evidence of needs ● Academic Plan

A2. Governance Criterion

The school's program and operations are aligned with a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education.

This criterion emphasizes the following indicators:

- The school community understands the governing authority's role, including how stakeholders can be involved.
- The school's stakeholders understand the relationship and alignment between the governing authority's decisions, expectations, and initiatives that guide the work of the school.
- There is a clear understanding about the relationship and alignment between the governing authority and the responsibilities of the faculty and staff.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Based on a survey, the faculty understands the governing authority role including the hierarchy of the role groups. The school administrator clearly explains the procedures and processes that involve the governing authority to the staff during staff meetings. For example, after developing the Academic Plan (AP), the staff is informed that the AP will be presented to the SCC as the next step before being submitted to the CAS.

When decisions are made by the governing authority, the principal informs the appropriate staff members who then carry out the directives, if applicable. For example, when the State DOE adopted Stepping Stones as the math curriculum for elementary schools, the principal informed the staff and provided PD for teachers. The teachers then implemented Stepping Stones with fidelity for the first few years in order to master it as well as collect data on the program.

Findings	Supporting Evidence
KUES' strengths in this area ● Faculty understands governing authority hierarchy ○ 93.3% of faculty surveyed KUES' needs in this area ● Review governing authority hierarchy with SCC	Evidence of strengths ● Governing Authority Google Form Evidence of needs

● Post governing authority on our school website or newsletter	

A3. Leadership and Staff Criterion – Data-Informed Decision-Making

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. The school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs.

This criterion emphasizes the following indicators:

- The school's decision-making process is broad-based, collaborative, and a continuous improvement cycle that fosters the commitment of stakeholders, including the staff, students, and parents, to refine and implement school improvement strategies and actions, and monitors results.
- The school's leadership is involved in regular articulation discussions with other schools in the Complex to support the K-12 Complex to identify and address the common areas of need within the K-12 Complex, including data-informed decision-making and other priorities.
- The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's Academic Plan and the school's Leadership Team/Academic Reflection Team has defined roles and responsibilities to monitor and refine the progress of the implementation of the Academic Plan.
- The School Community Council (SCC) reviews and monitors the Academic Plan, and provides opportunities for stakeholder input and feedback.

A3. *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

The School Community Council (SCC) is composed of representatives from all stakeholder groups which include: administrators, teachers, classified staff, community members, students, and parents. The SCC is involved in the decision-making process to refine and implement school improvement strategies and actions. At quarterly meetings, the representatives review the progress and reports of the school including the Academic Plan. SCC members may seek more information or clarification and provide feedback and input.

The school's leadership is involved in regular articulation discussions with other schools in the Farrington Complex and in some cases with the Farrington/Kaiser/Kalani Complex Area and the Honolulu District. The principal attends Farrington Complex principal meetings 4-5 times a year to discuss common areas of need. The SSC meets with Honolulu District SSC's monthly to discuss supports and areas of need. The counselor attends monthly Farrington Complex counselor meetings and quarterly Honolulu District meetings.

The principal and GLCs hold monthly ILT meetings to discuss focus areas, Tabletop standards, target areas, and identify areas of need. As a team, the ILT further examines results, and looks at actions, next steps, and deliverables. i-Ready, SBA, formative, Reading mastery, DIBELS, and progress monitoring data is used to drive discussion. The ART team meets regularly to review the data and the school's progress toward meeting goals. This information guides the school's

Academic Plan and is used to monitor and refine it each year.

Findings	Supporting Evidence
KUES' strengths in this area ● Academic Plan reviewed by ART team ● SCC meetings include administrators, teachers, classified staff, community members, students, and parents 　○ involved in the decision-making process to refine and implement school improvement strategies and actions. 　○ meets quarterly ● Principal meets with Farrington Complex principals 4-5 times a school year to discuss common areas of needs. ● SSC meets with other SSCs in the complex 4 times a school year to discuss common areas of needs ● Counselor meets with other counselors in the Farrington Complex and Honolulu District	Evidence of strengths ● SCC minutes ● Counselor Meeting Minutes ● Principal Meeting Dates
KUES' needs in this area ● Follow up on needs listed on Academic Plan 　○ **Need: Literacy:** Improve literacy in reading, writing, math and science by providing rigorous, relevant and engaging standards-aligned learning opportunities to prepare students for transition to middle school 　○ **Need: Responsive Student Support System:** Reduce performance gaps with interventions to support safe, and healthy learning environments where students can readily access and successfully engage in the demonstration of grade appropriate expectations and General Learner Outcomes 　○ **Need: Development of the Whole Child**: Foster a learning community that values critical thinking, reasoning, and problem solving skills through inquiry, challenging activities, and connections to home-life experiences, that empowers students and promotes parent engagement	Evidence of needs ● Academic Plan

A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement

A qualified staff facilitates the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and mentoring.

This criterion emphasizes the following indicators:

● The school's leadership works with the state and complex personnel in the process of hiring staff to ensure all information regarding background, preparation and training as designated by state personnel policies and procedures has been reviewed.
● The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff; these are understood, implemented, and monitored by administration and staff.

- The school has a process to assign staff members and provide appropriate orientation for ALL assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Teachers go through an application process that confirms their qualifications. All teachers at KUES are highly qualified for their positions. The school follows all hiring procedures as determined by the state DOE. Applicants are selected from approved lists and interviewed in a fair and consistent manner.

The faculty and staff handbook is located in a shared Google Drive. The online availability makes it easier to keep updated and is accessible from home or school. The handbook defines responsibilities and expectations, operational practices, and decision-making processes for school personnel. The contents are reviewed with the staff at the start of each school year. Adherence to these guidelines is monitored by the appropriate personnel, for example, purchasing guidelines are monitored by the SASA and administrators. It would be beneficial for the school to develop an orientation program for new hires, perhaps including a video tour of the school and explanation of procedures that are not typically in a staff handbook, traditions, and other idiosyncrasies of the school such as staff College Shirt Mondays and School Color Wednesdays.

There is an established process using the Visible Learning model to promote quality learning and teaching. The Instructional Learning Team (ILT) is made up of representatives from each grade level, curriculum coaches, the SSC, and an administrator. The ILT reviews and analyzes grade level data and progress, discusses schoolwide priorities, makes recommendations and decisions on next steps, etc. ILT representatives report back to their grade level teams each week. The discussions focus on instruction, how to improve student learning, and what their next steps will be.

Findings	Supporting Evidence
KUES' strengths in this area ● All teachers are highly qualified ● Faculty/Staff handbook accessible online through Google Drive, shared and reviewed at the beginning of the school year ● Schoolwide Visible Learning strategies discussed on a weekly basis ○ Teachers implement and share out their findings and student data ● Principal sends out teacher placement survey to ask teachers for their grade level preferences before making final decision KUES' needs in this area ● Official new teacher/employee orientation (procedure, packet handbook) to share tour, schoolwide routines, strategies, and implementations	Evidence of strengths ● Teacher HQ Status, 2019-20 SSIR ● Faculty Handbook ● ILT minutes Evidence of needs

A5.Leadership and Staff Criterion – Research and Professional Development

Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

This criterion emphasizes the following indicators:

- The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the General Learner Outcomes and academic standards.
- The school uses an effective data analysis process to determine professional development/learning needs.
- The school implements effective support strategies and accountability processes in order to promote professional growth of staff.
- There are effective operating processes that determine the measurable effect of professional development on teacher practice and the impact it has on student performance.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

KUES has a long history of providing quality professional development for the school's faculty. When the school adopted the i-Ready program, the faculty was provided multiple training sessions before and after starting to use it. Other areas of professional development have included the writing continuum, math, and science/engineering. In collaboration with the Honolulu Museum of Art, teachers have attended professional development workshops led by the museum's education staff. Additionally, the school holds professional collaboration days, ILT meetings, and discussions focused on the power standards for each quarter, and further explanation of the social studies, science, and computer science standards.

KUES bases instructional decisions on data. Teachers have participated in Data Dives with administrators and support teachers to discuss the progress of their students and identify next steps. Teachers also participate in ILT meetings to analyze classroom and grade level data.

Teachers are continually informed of professional development opportunities, including those they may take for credit, as they arise. Teachers who attend school-sponsored PD courses present what they learned so that the faculty may also benefit from the training. Capitalizing on the knowledge and skills of the faculty, teachers also conduct PD training to help peers learn new methods of instruction (i.e. Reading Mastery).

The effectiveness of PD for teachers is determined by multiple factors including classroom implementation and application of what was covered in the PD, observations, formative assessments, and ongoing PD or meetings discussing progress and feedback. Teachers use data to base decisions on what changes need to be made (if any). It could benefit the school to develop more valid means of measuring PD success.

Findings	Supporting Evidence
KUES' strengths in this area ● Professional development provided:	Evidence of strengths

○ i-Ready ○ Sandra Herbst (Writing Continuum) ○ Honolulu Art museum ○ Yuureka PD (Wes Yuu) ○ professional collaboration days ○ Teachers participate in ILT meetings, and other meetings to discuss the Power Standards for each quarter, further explanation of the social studies, science, and computer science standards, etc. ● Teachers participate in Data Dive days with administrators, and support staff to discuss the progress of their students. ● Teachers are notified of PD courses that they can take for credit. ● Teachers who take school-sponsored PD, present what they learned to the faculty (as applicable). ● Teachers conduct their own PD to help other teachers learn new methods of teaching/learning (i.e. Reading Mastery), with added supports for teachers who need additional information, help, or supports KUES' needs in this area ● Identify ways to quantifiably determine the effectiveness of professional development as it pertains to instruction and measurable student outcomes	● 2018-19 PD calendar ● 2019-20 PD Calendar ● ILT calendar Evidence of needs

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards.

This criterion emphasizes the following indicators:

- The school leadership and staff are involved in decisions about resource allocations aligned with the school's vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan.

- Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, General Learner Outcomes, and identified student learner needs.

- Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.

- The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

- The school's facilities are adequate, safe, functional, well-maintained, and support a learning environment conducive to the educational program based on the school's mission and General Learner Outcomes.

A6. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

School leadership and staff are integrally involved in resource allocations aligned with the school's vision and mission, GLOs, academic standards and the AP. Strict procedures are followed when developing the school's budget. All spending is documented for accounting and auditing purposes. The ART develops the draft plan for resource allocations based on input by the ILT and faculty. The draft is then presented to the faculty for feedback and fine tuning. This is then shared with the SCC.

The financial plan and budget are presented to the faculty for input on multiple occasions. The staff discusses budget changes (cuts or increases) as they occur.

Teachers meet in grade levels (IT) and with the ILT to evaluate the use and effectiveness of materials, equipment, and other resources to determine what consumables, online programs, and professional development are needed for the following year.

The school building is evaluated regularly for safety. Concerns are addressed with the school safety committee and with the appropriate office (e.g. DAGS) on a monthly basis. The school conducts regular emergency drills that are less predictive and include critical thinking and problem solving skills from staff and students. A security alarm system has been installed in all buildings. The third floor balcony facing Kalihi St. is awaiting construction to strengthen it.

There has been no working fire alarm system in many years and the school is on the wait list to have a new one installed. Until then, the school relies on the emergency phone system for fire drills or alerts.

Findings	Supporting Evidence

KUES' strengths in this area
● Strict procedures followed when developing the school's budget. All spending documented for accounting and auditing purposes.
● Financial plan and budget presented to the faculty on multiple occasions
   ○ input is solicited
   ○ included in Academic plan
   ○ included in SCC plans
● Teachers have input on consumables and online programs for grade levels
● Teachers meet in grade levels (IT) and with the ILT to evaluate the use and effectiveness of materials, equipment, and other resources and determine what is needed for the following year.
● PD provided by administrator and members of the faculty whenever possible
● Teachers who attend school-funded PD share their learning with the faculty.
● Security alarm system installed in all buildings
● Regular emergency drills conducted
   ○ Drills are less predictive, include critical thinking and problem solving
● Safety Committee meets monthly
● School building evaluated regularly for safety, and concerns addressed with the school's safety committee and with the appropriate office (e.g. DAGS).
 	
KUES' needs in this area
● Currently the third floor balcony facing Kalihi St. is closed and awaiting construction fixes.
● Fire alarm system
	Evidence of strengths
	● Budget Agenda Item
	● Consumables/Online Programs
	● Safety Committee Minutes
	
	Evidence of needs

HIDOE/ACS WASC Category A. Organization:
Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.

Areas of Strength

1. Students created matrix that aligns the GLOs to the behavioral expectations around campus (A1)
   a. Included in student handbook & planner
2. Faculty is informed of governing authority hierarchy (A2)
3. SCC meetings include administrators, teachers, classified staff, community members, students, and parents (A3)
   a. involved in the decision-making process to refine and implement school improvement strategies and actions.
   b. meets quarterly
4. Faculty/Staff handbook accessible online through Google Drive, shared and reviewed at the beginning of the school year (A4)
5. Professional development has addressed: (A5)
   a. i-Ready
   b. Writing Continuum
   c. Art instruction (provided by the Honolulu Museum of Art Educational Outreach)
   d. Yuureka Math (Wesley Yuu)
   e. Identification of power standards for ELA and Math, and unpacking learning standards for social studies, science, and computer science
6. Academic Plan and budget are presented to the faculty on multiple occasions (A6)
   a. input is solicited
   b. included in Academic Plan
   c. included in SCC plans

Areas of Growth

1. The SCC should familiarize themselves with the governing authority hierarchy poster - KUES can consider posting the governing authority onto the school website (A2)
2. Follow up on needs listed on Academic Plan (A3)
   ○ Literacy
   ○ Responsive Student Support System
   ○ Development of the Whole Child
3. Consider creating a new teacher/employee orientation (procedure, packet handbook) to share tour, schoolwide routines, strategies, and implementations (A4)
4. Identify ways to quantifiably determine the effectiveness of professional development as it pertains to instruction and measurable student outcomes (A5)
5. Monitor the repair issues surrounding the balcony on the third floor of C building (A6)

- **List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile)**

  Preliminary Student Learner Needs (identified in Chapter II)
  - o Targeted instruction to address data driven student needs
  - o Integration and application of CCSS standards
  - o Development of Assessment Capable Learners (ACL)

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  - o Identify ways to quantifiably determine the effectiveness of professional development as it pertains to instruction and measurable student outcomes (A5)
  - o

- **In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to**
  - o **Analyze what areas within the Academic Plan need to be addressed**
    - ▪ KUES should continue efforts to provide professional development to teachers that will result in improved student outcomes
  - o **Identify important next steps within the Academic Plan**
    - ▪ Include measurable outcomes for PD to determine levels of effectiveness on student learning when strategies are implemented in the classroom

Category B: Standards-based Student Learning: Curriculum

B1. **Curriculum Criterion – Student Participation in a Standards-based Curriculum**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan.

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: *Comment on the effective use of the rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.*

Core curriculum at KUES is standards based and focuses on identified priority standards. The school implemented the state mandated curriculum of Wonders for ELA and Stepping Stones for math with fidelity for the first two years in order to determine curricula efficacy and gaps. Following this time, teachers focused on identifying priority standards based on data collected from a variety of sources such as assessments and student work. Through professional development, Impact Teams, grade level articulation and ILT meetings, teachers began building learning units and transitioned to using Wonders and Stepping Stones as supplemental resources. STEMscopes is also used as a supplemental science resource.

Additionally, Reading Mastery (RM), a research based (University of Oregon) phonemic awareness and phonics instructional program, has been implemented with all students in kindergarten and first grade. RM is also used with struggling readers in grades 2-5. Through the use of RM students have a sound foundation in phonemic awareness and phonics which have increased fluency across the school and improved overall comprehension.

The school still needs to develop units for the priority standards in science, social studies and CTE as well as continue developing units centered on all PBL relevant standards. If students continue to work from home, the school will need to ensure they have the necessary supplies to carry out the PBL lessons. As teachers develop proficiency in facilitating PBL, they need to improve their ability to increase collective participation through student voice.

Findings	Supporting Evidence
KUES' strengths in this area	Evidence of strengths:
- Transitioned from State mandated curriculum of Wonders for ELA and Stepping Stones for math. - KUES utilizes standards based curricula that is focused on priority standards in core subject areas. Units are planned through grade level articulation, Impact Teams, professional development, and ILT meetings. Teachers utilize curricular resources (Wonders, Stepping Stones, and STEMscopes) to address standards - Reading Mastery: Researched based explicit instruction provided-- addresses phonemic awareness and phonics to increase foundational reading skills and fluency - IT Meetings: Weekly collaborative meetings where grade level	- Curriculum is based on priority standards and is supported by Wonders, Stepping Stones, and STEMscopes - Pacing Guides - Math Vertical Alignment - Table Top Standards Supports:

teachers discuss instructional practices and analyze data to determine effectiveness. The notes create a running record of curriculum/supports used by teachers. KUES' needs in this area ● Integrate ELA and math priority standards into science, social studies, and CTE content. ● Further develop integrated units centered around PBL relevant standards. ● Better facilitate PBL to encourage collective participation through student voice.	● Reading Mastery Schedule ● Honolulu District Science Fair ● Science Fair Resources ● IT Minutes SY 19-20 ● Schoolwide GLO Matrix ● Google Classroom Impact of achievement: ● ILT Minutes ● IT Minutes SY 19-20

General Learning Outcomes and Academic Standards Addressed

B1.2. Indicator: The school curriculum consistently addresses the General Learner Outcomes and academic standards at each grade level, subject area, course, and/or program to ensure the same high expectations for all students.

B1.2. Prompt: *Evaluate to what extent the General Learner Outcomes and academic standards are consistently addressed in the curriculum at each grade level, subject area, course, and/or program to ensure the same high expectations for all students.*

The school curriculum consistently addresses the GLOs with all students, but at varying degrees between grade levels. GLOs are embedded in curriculum and there is agreed upon language used across grade levels.   Although there is a GLO-based PBIS matrix with clear behavioral expectations, there is a need to develop a more intentional system to address GLOs in every lesson. Additionally, more grade levels need to plan lessons that allow for better GLO data collection to track how well students are meeting GLOs. The school needs to develop greater consistency in teaching and tracking GLOs.

The school curriculum addresses academic standards for all students with very high consistency. Learning Intentions and Success Criteria (LISC), based on the standards, are posted in every classroom. Many classes co-create LISC for their lessons. All core curriculum programs and cross-curricular units are standards-based.

Findings	Supporting Evidence
KUES' strengths in this area ● Behavioral expectations for the GLOs are specific to grade levels. ● GLOs are embedded in the curricula ● Common agreed upon academic language and vocabulary used across grade levels. ● All instructional activities are standards based ● CCSS addressed by all teachers in instructional activities KUES' needs in this area	Evidence of strengths ● Table Top Standards ● GLOs school wide GLOs PK-5 ● Vertical articulation with ILT Meetings ● ILT Minutes ● IT Minutes SY 19-20 ● Data Teams

● Improved system for addressing and evaluating GLOs within lessons ● Greater consistency in evaluating GLOs ● Clear understanding of when to use the PBIS matrix and the GLO grade level matrix	○ ILT and IT ○ Data Dives ● Impact Cycles Evidence of needs

Student Work — Addressing Standards-Based Curriculum

B1.3. Indicator: The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.

B1.3. Prompt: *Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.*

Students are given multiple opportunities each day to engage in standards based curriculum and the GLOs. There is ample evidence of students receiving and learning standards based curriculum in classrooms. Students engage in self and peer assessments of their standards based curriculum. Impact Teams (IT) and Learning Teams (LT) analyze student work during their meetings and during impact cycles. Teachers meet with the principal and support teachers to do individual class data dives--a deeper analysis and evaluation of student data. Teachers also employ Visible Learning strategies for assessment capable learners and goal-setting. KUES would like to develop more vertical analysis of student work to see progressions across grade levels.

There is a high level of evidence and observation of students practicing and exhibiting the GLOs. The PBIS rubrics that students helped to define, lists the various ways students should demonstrate the GLOs in all areas of the campus. Teachers increase opportunities to develop GLOs through collaborative small group or partner work, students self-reflections, digital assignments, research work, and turn/talk discussions. An area for improvement is to increase incorporation of GLOs in self-assessments and to increase students' understanding of GLOs in analyzing their work efforts.

Findings	Supporting Evidence
KUES' strengths in this area ● Student work is analyzed during Impact Team meetings and during Impact Cycles ● Student work is analyzed during Data Dives ● Visible Learning strategies are used in classrooms (Learning Intentions and Success Criteria, Student Goal Setting, Feedback, etc.) KUES' needs in this area ● Increase vertical analysis of student work to track schoolwide progress ● Incorporate GLOs into the self assessments	Evidence of strengths ● Self Assessment and Peer Assessment Evidence Sheets ● Learning Intentions and Success Criteria Evidence of needs ● Limited evidence for

	GLO assessments

Congruence with General Learner Outcomes and Academic Standards

B1.4. Indicator: The curriculum is congruent with the General Learner Outcomes, academic standards, and policies and requirements related to the assessment of students' progress toward graduation.

B1.4. Prompt: *Evaluate the degree to which the curriculum is congruent with the General Learner Outcomes, academic standards, and policies and requirements related to the assessment of students' progress toward graduation.*

The curriculum is highly congruent with the General Learner Outcomes, academic standards, and policies and requirements related to the assessment of students' progress toward graduation. The curriculum is aligned and scaffolds learning across grade levels to move students forward. The school uses state vetted and approved curriculum such as Wonders and Stepping Stones. Rigorous curriculum and instruction are designed for students to become proficient in grade-level standards. Wonders, STEMscopes, i-Ready, and Stepping Stones include standards-based assessments. Additionally, teachers include problem-solving activities and real world application through lessons and project based learning (PBL). Students self-assess how well they have met standards and GLOs, particularly being a quality producer. By employing LISC, students understand and know expectations and how to assess, as well as improve, their understanding of the standards The school needs to align the GLOs and integrate them into the rubrics for students to better measure how well they are meeting GLOs.

Findings	Supporting Evidence
KUES' strengths in this area ● Visible Learning strategies are utilized in all classrooms, students understand and know the Learning Intentions and Success Criteria. ○ Learning Intentions and Success Criteria are posted in classrooms. Students self-assess their understanding of standards. ● Standards drive curriculum and instruction ● Student self assessments are used to identify student needs and to self-reflect on ways to improve. ● Vertical alignment of standards across grade levels	Evidence of strengths ● Standard Matrix Alignment ● Learning Intentions and Success Criteria
KUES' needs in this area ● Align and integrate GLOs into rubrics to provide opportunities for student self assessment ● Consider developing ways to track student outcome data after students leave KUES	Evidence of needs ● Currently no system tracking student outcome data

Curriculum Planning Process

B1.5. Indicator: The school's curriculum review, evaluation, and planning processes that engage key stakeholders are effective and ensure student learning needs are met through a rigorous, relevant, and coherent curriculum that includes mapping/pacing in all content areas.

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B1.5. Prompt: *Evaluate the effectiveness of the curriculum review, evaluation, and planning processes that ensure student learning needs are met through a rigorous, relevant, and coherent curriculum that includes mapping/pacing in all content areas.*

Through continuous data and progress monitoring and planning processes, the school's stakeholders are able to ensure that student learning needs are met through a rigorous, relevant, and coherent curriculum. This includes mapping and pacing in most content areas. Math and ELA priority standards have been mapped out and the school plans to continue with other content areas. STEMscopes, the science curriculum, has been aligned with math and ELA.

Evaluation of the effectiveness of curriculum and instruction also includes student self-assessment, projects, formative and summative assessments, i-Ready diagnostic assessments and lessons, Smarter Balanced Interim and Summative Assessments (SBA), Impact Cycles, Data Dives, target setting/evaluation, vertical alignment across grade levels, etc. Data Dives are done in ILT, IT, and Data Dive Team meetings. The school uses data to drive instruction and address student needs to ensure the effectiveness of the curriculum.

Findings	Supporting Evidence
KUES' strengths in this area • Vertical & horizontal alignment with math and ELA standards across grade levels • STEMscopes alignment with math and ELA • Data drives instruction and address student needs • Data is analyzed in Data Dives, ILT, IT and Individual Meeting	Evidence of strengths • Standard Matrix Alignment • Math Alignment • LISC • EES Reflection
KUES' needs in this area • Vertical alignment of social studies, science, and other subject areas • The data monitoring and progress monitoring process is not yet fully established in all content areas (social studies, computer science)	Evidence of needs

Accessibility of All Students to a Rigorous, Relevant, and Coherent Curriculum

B1.6. Indicator: A relevant and coherent curriculum is accessible to all students and addresses their needs so they can make appropriate choices and pursue a full range of college/career and/or other educational options.

B1.6. Prompt: *Evaluate students' access to a relevant and coherent curriculum that addresses their needs and support in making appropriate choices in order to pursue a full range of college/career and/or educational options.*

All students have access to curricula which support their future college, career, and educational options. Standards-based core-curriculum scaffolds learning toward college and career readiness. The STEMscopes science curriculum and annual science fair projects provide a stronger scientific background for students. The art program, in collaboration with the Honolulu Museum of Art, provides students with the opportunity to explore visual arts. In addition to creating art, students attend field trips to the Honolulu Museum of Art for interactive and instructional tours. All students in Kindergarten and Grade 1, and selected Grades 2-5 students, are provided with Reading Mastery lessons. Students rotate through computer, Hawaiiana,

music, and PE classes. Teachers identify and develop Tabletop standards and accompanying lessons in all subject areas. To meet the needs of the 21st century learner and to address computer science standards, the school has established 1:1 devices for all students and robotics/coding instruction in some grades.

Instruction and curriculum are differentiated to meet general learner population needs. Wonders, Stepping Stones and STEMscopes have differentiated components. i-Ready is a computer adaptive program. LT's, with assistance from support teachers, differentiate Tabletop standards and lessons in all subject areas.   RTI is provided for identified students who need additional support. EL students are provided with EL instruction both in pull-out classes and within their homerooms. There remains a need to fully differentiate instruction to meaningfully meet the needs of all students, including those with special needs.

Findings	Supporting Evidence
KUES' strengths in this area	Evidence of strengths
● Curricula supports students' college and career readiness	● PBL lessons
○ Standards Based	● Table Top Standards based lessons
○ Differentiated	● Events promoting career and college readiness
○ RTI and Target Time	
● Meeting the needs of the 21st Century learner while addressing computer science standards	
○ Devices are available to students on a 1:1 basis	
○ Robotics (coding type activities) are available to students	
● Students are provided with opportunities to explore various career paths	
KUES' needs in this area	
● Differentiated instruction must be provided in a way that all learners may access	Evidence of needs

Integration Among Disciplines

B1.7. Indicator: There is curriculum integration among disciplines at the school.

B1.7. Prompt: *Evaluate to what extent there is curriculum integration among disciplines.*

Prior to PBL, there was less curricular integration in the school. KUES' master schedule blocked off certain time periods for instruction of different subject areas. Although there were attempts to integrate curriculum, because the curriculum was being introduced, the focus was on teaching the new curriculum with fidelity.

The school has been preparing for PBL for the past year with PD provided for teachers. PBL naturally lends itself to curriculum integration among disciplines, which was the reason the school decided to adopt PBL school-wide. Additionally, STEMscopes contains reading and math components for students to explore within science topics. Art has been integrated across content areas with third to fifth grade students, mostly within science units. The ELA Wonders curriculum integrates science and social studies topics within units.

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Teachers initiated PBL lessons in the 4th quarter of SY 2019-20 and will continue to gain expertise in developing PBL lessons. Examples of PBL lessons include second grade students creating and managing their own pet shop and fifth grade students designing their own tiny house. These units integrated math, science, ELA, art, and social studies. Technology has been used across content areas with programs such as Google Classroom, Class Dojo, i-Ready, Math Prodigy. Students also have learned to create slideshows, brochures, and essays on their devices. The school needs to increase integration of art standards in the lower grades.

Findings	Supporting Evidence
KUES' strengths in this area • Use different aspects of the curriculum to cross over content areas. • Use technology across content areas • Use art as a medium across content areas for grades 3-5, mostly with science. KUES' needs in this area • Further efforts to implement the PBL format across content areas. • Art integration in grade levels K-2	Evidence of strengths • STEMscopes integrations of areas • Digital Assignments/ Programs • Lessons Plans Evidence of needs

Real World Applications — Curriculum

B1.8. Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

B1.8. Prompt: *Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Students are provided multiple opportunities to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum. PBL is designed to make real world connections using standards-based curriculum and through choice options, students are able to pursue their areas of interest. In addition, KUES offers many opportunities for students to get involved in activities that interest them.

KUES holds an annual STEAM night for families. Professionals from various STEAM occupations serve as the "experts" and students and their families visit tables to learn about each presenter's field of expertise. Related activities are provided and experts talk with participants about their occupation. The experts relay educational requirements for their specific field and encourage students to do well in school.

KUES also holds an annual Math Night for families who participate in a variety of math activities, many of which they can repeat at home. Many of the math activities build skills that involve real world applications.

Students have the opportunity to participate in robotics activities through Coding Club, FIRST LEGO League (FLL), and other coding activities in class. In FLL, students engage in problem solving activities that have significant real word connections. All students work on science fair projects—as a class (lower grades) or with a small group/partner or as an individual (upper grades). Science fair projects have real world applications, whether they be science experiments

to answer a question or engineering projects to design solutions to a problem. Selected science fair projects are entered in the Honolulu District Science Fair.

There are many other opportunities for students to connect what they learned in their standards-based curriculum to the real world. Students in Grades 3-5 are invited to participate in the Honolulu District Speech Festival, for which they are coached by various staff members. They perform their selection on stage in front of their peers as well as at the public. Students in grades 4 and 5 also practice real life skills as Campus Monitors, Flag Monitors, Ball Monitors, Cafeteria Monitors, and Student Council officers and representatives.

The school has been fortunate to have an ongoing relationship with the Honolulu Museum of Art (HoMA). HoMA initially provided after school Art To Go classes but for the past few years has been providing art lessons to all upper grade students and will be providing art lessons to lower graders in the future.

KUES would like to provide the lower grade students with more real life applications such as coding. Also, as the school becomes more proficient with PBL, all students' access to real life applications will increase. A question that remains to be answered is, "How will the school track access to real life applications in PBL?"

Findings	Supporting Evidence
KUES' strengths in this area ● Students have exposure to different real world applications of technology ● All students participate in Science Fair ● All students are invited to STEAM and Math Nights	Evidence of strengths ● Robotics Program ● Honolulu District Science Fair ● Campus Monitors ● Ball Monitors ● Cafeteria Monitors ● Student Council
KUES' needs in this area ● Increase opportunities for younger students to participate in programs that provide real world applications ● Continue to develop PBL to address real life application opportunities for all students ● Develop a system to track real life application with PBL	Evidence of needs ● Participation in programs is mostly upper grade students

Articulation and Follow-up Studies (especially for high schools)

B1.9. Indicator: The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. The school articulates regularly with other schools within the complex and/or postsecondary programs.

B1.9. Prompt: *What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program? Share examples of articulation with other schools within the complex and/or postsecondary programs, including comments on the regularity and effectiveness of these efforts.*

When KUES staff communicates with Dole Middle School staff and they have found that former KUES students tend to stand out in a positive way in middle school. It appears that the positive climate of KUES carries over, and alumni tend to be more respectful, responsible, and kind. Dole Middle School regularly has KUES alumni on their student council.

KUES established a $500 scholarship for a graduating senior at Farrington High School. After being recommended for the scholarship, students apply for the scholarship and a recipient is selected by KUES leadership.

Findings	Supporting Evidence
KUES' strengths in this area ● KUES communicates with feeder schools ● Kalihi Uka Elementary School Scholarship given to a graduating senior at Farrington High School. KUES' needs in this area ● There is not yet an established system that allows for articulation within the complex to track students' performance after they leave KUES	Evidence of strengths ● KUES Scholarship Evidence of needs

HIDOE/ACS WASC Category B. Standards-based Student Learning: Curriculum:
Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.

Areas of Strength

1. KUES utilizes standards based curricula that is focused on priority standards in core subject areas. Units are planned through grade level articulation, Impact Teams, professional development, and ILT meetings. Teachers utilize curricular resources (Wonders, Stepping Stones, and STEMscopes) to address standards (B1.1)
2. GLOs are incorporated daily into curricula (though not every lesson) (B1.2)
3. Student outcome data is used to evaluate and drive curriculum (B1.3)
4. Grade levels teams have weekly articulation meetings where they review student data and plan appropriate curricular adjustments (B1.5)
5. Programs that provide students with real world experiences are in place (B1.8)

Areas of Growth

1. GLO evaluation should be consistent across grade levels (B1.2)
2. KUES should continue efforts to implement Project Based Learning (B1.2)
3. Vertical alignment of social studies, science, and other subject areas (B1.5)
4. Ensure that all learners are able to meaningfully access grade level curricula (B1.6)
5. Consider monitoring student data following 5th grade promotion (B1.9)

- **List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile)**

  Preliminary Student Learner Needs (identified in Chapter II)
  - Targeted instruction to address data driven student needs
  - Integration and application of CCSS standards
  - Development of Assessment Capable Learners (ACL)

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**

  KUES should further develop its implementation of Project Based Learning for diverse populations (B1)
  - Improved system for addressing and evaluating GLOs within lessons (B1.2)
  - Vertical alignment of social studies, science, and other subject areas (B1.5)
  - Continue to develop PBL to address real life application opportunities for all students (B1.8)

- **In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to**
  - o **Analyze what areas within the Academic Plan need to be addressed**
    - ▪ Include enabling activities that detail how Project Based Learning will be used to ensure that students achieve CCSS

  - o **Identify important next steps within the Academic Plan.**
    - ▪ Provide opportunities for professional development with time for teacher planning and collaboration that addresses Project Based Learning

Category C: Standards-based Student Learning: Instruction

C1.Instruction Criterion — Student Centered Instruction

Students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students achieve the academic standards.

Student Engagement

C1.1. Indicator: All students actively participate and are engaged in challenging appropriate learning activities to achieve the academic standards and the General Learner Outcomes.

C1.1. Prompt: *To what extent are all students actively participating and engaged in challenging appropriate learning activities to achieve the academic standards and the General Learner Outcomes.*

Students at KUES actively participate and are engaged in their learning through challenging activities. Students are informed of Learning Intentions and Success Criteria

(LISC) which clearly articulates their standards-based learning goals and how they will know if they were successful in reaching their learning goals. Pre and post data validates the LISC process with students. Students also track their data, reflect on learning, and work on determining next steps. Students who have truly mastered the LISC are then able to teach others.

The use of questioning, discussions, and feedback, from both teachers and peers, engages students in their learning. Teachers intentionally ask open-ended questions to elicit more thoughtful responses. Students are encouraged to build upon peers' responses as well as provide relevant feedback to peers to further the depth of discussions. Teachers also provide feedback to guide discussions in a direction that will further students' learning.

Grade levels identified and developed Tabletop Standards – the overarching priority standards students will need to know in order to be successful in the following grade level and later in life. Teachers monitor student growth by the use of pre and post assessments. ELA and Math Tabletop standards are aligned vertically across grade levels. During IT meetings, teachers agree upon the LISC they will use for their grade level Tabletop standards.

Students also engage in lessons that explore engineering design and the Scientific Method that culminate in participation in the KUES and Honolulu District Science Fair. All students engage in science fair projects with PK to Grade 2 doing class projects and Grade 3-5 students working in small groups. Students select a problem important to them, investigate it further, and then either (1) conduct an experiment or (2) create an engineering design in order to identify real life solutions.

The school purchased coding robots, for which Grade 3 students write code in order to program their robot to solve a problem. The school also utilizes STEMscopes which has students explain their reasoning.

The GLOs are embedded in learning activities. While all students are expected and encouraged to demonstrate the GLOs at all times, there is a need to make the connection between GLOs and academics more overt for students.

Findings	Supporting Evidence

KUES' strengths in this area
    ● Teachers have identified and developed Tabletop Standards and student growth is monitored with pre and post test data
    ● Students who have truly mastered the LISC are able to teach others.
 	
KUES' needs in this area
    ● Work on making a connection between GLOs and academics clearer (visible).
	Evidence of strengths
	    ● Impact Team meeting agendas
	    ● Table Top Standard document
	
	Evidence of needs

Student Understanding of Performance Levels

C1.2. Indicator: Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels and General Learner Outcomes for each area of study.

C1.2. Prompt: *Evaluate the extent to which students know the learning targets for each area of study so that they know beforehand the standards/expected performance levels and General Learner Outcomes and what they need to do to meet these.*

Assessment capable learners are able to take control of their own learning because they are able to answer these three questions: (1) Where am I going? (2) How am I going? (3) Where to next? It is critical that students take ownership of their learning because not only will they be able to articulate what needs to be learned, but they will also know what success looks like and how they know when they are being successful. In order to accomplish this, students will be able to set, monitor, and attain personal learning goals while seeking feedback and recognizing mistakes as learning opportunities.

In order to equip students with the skills needed to become assessment capable learners, KUES teachers utilize high yield and high impact instructional strategies. Professional development and collaboration have been focused on expanding teachers' skill with Teacher Clarity (including Learning Intentions, Success Criteria, and Learning Progressions).

Students at KUES are actively engaged and understand the expectations for learning and the GLOs. Students utilize LISC to build understanding about the standards they are learning. They also use the LISC to self-assess their own learning and to foster discussions about learning in the classroom. To ensure the LISC is understood by the students, teachers and students work together to determine the learning intentions, (the overall expectations for learning for the standard) and the success criteria (how students know they have successfully mastered the learning). In this way, students are responsible for their learning.

Findings	Supporting Evidence

KUES' strengths in this area
    ● Teachers and students apply LISC in their learning. Students have access to the LISC that they use. Students and teachers co-construct SC and print them, post them, and create posters for students to use when they are working. Students color code their LISC, check the LISC
	Evidence of strengths
	    ● Impact Team Meeting Agendas
	    ● Work samples

checkboxes and have discussions (peer to peer, peer to teacher).
 	
KUES' needs in this area
    ● Make the connection between GLOs and academics clearer and more visible to students
    ● Enable students to better explain where they are in the LISC and what their next steps will be.
	Evidence of needs

Students' Voice and Feedback

C1.3. Indicator: The school's instructional staff members use students' voice and feedback in order to adjust instruction and learning experiences.

C1.3. Prompt: *Evaluate the effectiveness of the use of students' voice and feedback to adjust instruction and learning experiences. Provide examples.*

Teachers use student voice and feedback to adjust instruction and learning experiences by having students involved in both the construction of LISC and defining how the GLOs will be demonstrated. Teachers also continually elicit feedback from students by way of questioning and checks for understanding. Common needs are reflected upon within Learning Teams and grade levels make adjustments to instruction accordingly.

Students are also provided with opportunities to choose how to demonstrate their learning. For example, when engaging in a science unit, students may choose how to show what they have learned in the form of a science board or power point. Within a lesson, students may also generate lists of "wonderings". The class may then vote on which questions to explore and then generate further questions that may lead to discussions or interactive projects.

Student perspectives are collected and reflected upon by teachers through the use of survey instruments like the School Quality Survey, Student Tripod Survey, and the Panorama Survey. However, it may be beneficial to obtain more specific information from students about daily instruction. How are they doing with their learning? What more do they need to reach their learning goals? While many teachers use formative assessments and make instructional adjustments throughout their lessons, it will benefit students if these practices were more consistent and widespread.

Findings	Supporting Evidence

KUES' strengths in this area
    ● Teachers and students co-construct LISC
    ● PBIS Matrix was co-constructed with teachers and students.
    ● Teachers get feedback from students via questioning, checks for understanding, and other ways for students to visually post where they are in their learning. Reteaching opportunities are provided (small group or large group, depending on the level of mis/undestandings)
    ● Students have the opportunity to choose how to demonstrate their learning
    ● Student perspectives are gathered by various survey tools, and the results of these surveys are reflected upon by the faculty
 	
KUES' needs in this area
	Evidence of strengths
	    ● Co-constructed LISC
	    ● PBIS Matrix
	    ● "I Wonder" samples

● Increase the practice of using student voice to obtain information about how students are doing with their learning and what is needed to reach their learning goals	Evidence of needs

C2.Instruction Criterion – Rigorous and Relevant Instruction

All teachers provide students with a rigorous and relevant instructional program that includes differentiated instruction and engaging activities and assignments so students demonstrate creative and critical thinking, problem solving and application.

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology based on a defined instructional framework, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers are current in the instructional content and effectively use research-based instructional methodology, including the integrated use of multimedia and technology.*

KUES has participated in various professional development workshops that ensure that teachers are current in instructional content and actively use research-based instructional methodology, including the integrated use of media and technology. This PD has been accessed both by bringing trainers onto campus and by attending PD off campus.

KUES' instructional efforts have been focused around the research conducted by Dr. John Hattie and Visible Learning (VL). Most teachers have received training in VL, either on campus or at the national conferences. This training has helped teachers understand and learn how to utilize instructional strategies that have the highest effect size. KUES has prioritized the following strategies: Teacher Clarity (Learning Intentions and Success Criteria), Feedback, and Collective Teacher Efficacy.

Professional development is an ongoing process with teachers teaching teachers to use various programs, media and online platforms, and instructional methodology. Teachers also participate in Impact Cycles which furthers their instructional capacities and improves their teaching practices. Through this continual collaboration and sharing, the school aims to use consistent practices that include common language and a progression of skills across grade levels. Visible Learning strategies are also discussed and evaluated at LT, ILT, and faculty meetings.

During SY 2015-16, KUES committed to a technology initiative that provided all students with access to a Chromebook (Gr. 1-5) or iPad (Gr. K) on a 1:1 basis. This allowed students to access blended learning and online assessment programs. This has also helped students to develop keyboarding/notetaking skills, complete classroom assignments, conduct research, and improve collaboration skills.

In March 2020, in response to the COVID-19 pandemic, KUES ceased face to face instruction and engaged students in distance learning. Teachers were tasked with shifting their instruction to online platforms like Google Classroom and Class Dojo. Online programs like Nearpod and

Pear Deck offer students meaningful opportunities to engage with teachers, other students, and the instructional content. Like every other school that was impacted by school shutdowns, KUES will benefit from ongoing professional development to address reaching students with highly effective online instruction.

Findings	Supporting Evidence
KUES' strengths in this area ● Teachers have received professional development in the utilization of Visible Learning strategies focused on instructional strategies with the largest effect sizes ● Teachers have received training on the use of various blended learning products including i-Ready, STAR, STEMscopes, NGSS, and Google for Classrooms. KUES' needs in this area ● Professional development to address instructional needs related to distance learning	Evidence of strengths ● Visible Learning Strategies ● Co-constructed LISC Evidence of needs

Teachers as Facilitators of Learning Through a Variety of Learning Approaches

C.2.2. Indicator: Teachers ensure that students are highly engaged in learning by delivering instruction in a variety of ways, designing student-centered processes and activities and serving as facilitators of learning.

C2.2. Prompt: *Evaluate the degree to which students are highly engaged in learning through the use of a variety of instructional practices, student-centered activities and teachers as facilitators of learning.*

Teachers facilitate learning with a high degree of student engagement through the use of a variety of instructional practices and student-centered activities. KUES employs high impact Visible Learning strategies such as Goal Setting, LISC, Feedback, and Teacher Clarity, all of which have high effect sizes. Students actively engage in their learning through the use of discussions, Think-Pair-Share, Jigsaw, Expert Groups, peer tutoring, and "Share Your Learning" techniques.

Students in all grades engage in the annual KUES and Honolulu District Science Fairs.–Students are provided opportunities to select projects on topics that are of interest to them. After identifying a wonder, students research their topic and then apply either the Scientific Method to answer their questions or the Engineering Design Process to solve problems and test solutions. Teachers have received training on how to facilitate students' learning throughout this process. Although teachers demonstrate varying levels of skill as facilitators of learning, all continually increase their effectiveness through activities such as Impact Cycles. When engaging in Impact Cycles, teachers partner with teachers, set instructional goals, plan instructional strategies, and monitor and reflect on the effectiveness of those strategies.

Teachers are starting to work on utilizing Project Based Learning (PBL) units to further facilitate student centered learning and to address students' needs as identified in the iReady assessment.

Within iReady, KUES students struggle with vocabulary, comprehension, and higher order thinking skills. Student and KUES teacher data suggests students struggle with applying learned concepts across content or skill areas. Teachers will engage students with projects to improve the school and/or community while incorporating student choice and voice. The purpose of Project Based Learning at KUES is service learning - making a difference in the world in which we live. With PBL, student voice plays a significant role in what is learned. Students will start to ask questions to push their own thinking about the project. They will engage in real world projects that are personally meaningful, while working together to find opportunities to design, iterate, problem solve and build.

Findings	Supporting Evidence
KUES' strengths in this area	Evidence of strengths
● Use of varied instructional practices such as VL strategies (Goal Setting, LISC, Feedback, Teacher Clarity), discussions, Think-Pair-Share, Jigsaw, Expert Groups, peer tutoring, Share Your Learning. ● Student-centered science instruction with teachers as facilitators of learning	● Science Fair Photos ● Science Fair PD
KUES' needs in this area	
● Increase teachers' skills in the facilitation of learning through Impact Cycles ● Integrate PBL units to address student-centered learning and student needs in the application learned concepts across content or skill areas	Evidence of needs ● Student data

Differentiation of Instruction

C.2.3. Indicator: The school's instructional staff members adapt instruction to meet individual student needs by varying content, processes, products, and/or the learning environment. This includes the use of inclusive practices and multi-tiered supports for students that need diverse instructional methods, including special education and English learners.

C2.3. Prompt: *How effectively do instructional staff members adapt instruction to meet individual student needs by varying content, processes, products, and/or the learning environment? To what extent is there use of inclusive and multi-tiered supports for students that need diverse instructional methods, including special education and English learners?*

Teachers use a variety of means to effectively adapt instruction to meet individual student's needs. The school embeds time into the daily bell schedule for multi-tiered supports that include whole group reteaching opportunities, small group instruction and individual tutoring during a 30 minute instructional block called Target Time. Teachers vary content, adjust curriculum and lessons, pre-teach, and use Target Time to work with small groups on very specific skills. To ensure that these supports and interventions are effective, teachers and administrators analyze multiple data sources and data points to inform instruction and calibrate teaching practices. These practices carry out the school's vision of growing, learning, and engaged students.

KUES' teachers have engaged in the Evidence Analysis Action process during which student

data is analyzed and actionable next instructional steps are identified. Teachers use student work to decide whether instructional strategies have been effective and what specific skills are needed to move students into the next level of proficiency. Following this analysis, teachers provide modified instruction and analyze and reflect upon student progress.

Reading Mastery (RM) is another program which has been able to meet individual and whole class needs. All kindergarten and first grade classes receive small group and targeted instruction in phonics and reading fluency. By providing students with this support, they are able to build a solid foundation of decoding skills.

English Learners (EL) receive supplemental instruction that supports their achievement of standards. Extended Learning Opportunities (ELO) are provided during summer intersessions so ELs can maintain and expand upon the literacy skills needed to be successful in the classroom. Instructors utilize data from the WIDA English Language Proficiency Test to inform learning targets that are addressed during ELO. Pre and post test data are collected to measure growth and identify next steps for learning. Grade level teachers also utilize strategies to support ELs in the classroom.

Special Education teachers have worked to align curriculum between the general education classroom and the resource rooms to meet the needs of individual students. Push-in services and inclusion also provides additional support in the general education setting. Special education teachers utilize standards based curricula to address students' IEP goals and objectives, often modifying and differentiating general education instruction.

KUES is working towards providing more inclusionary supports for both EL and Special Education students. KUES would like for all teachers to become TESOL certified so that English Learners can receive sheltered instruction in the general education setting. The school is also working towards expanding efforts to provide more inclusionary supports for special education students. Increasing inclusive practices has become one of KUES' priorities.

Findings	Supporting Evidence
KUES' strengths in this area ● Target time ● Data drives interventions and small group instruction ● Evidence Analysis Action process ● EL and Title 1 ● Reading Mastery ● Alignment between SpEd and GenEd curricula KUES' needs in this area ● More teachers to become TESOL certified ● Increase inclusionary supports for English Learner and Special Education students	Evidence of strengths ● IT Meeting Notes ● Evidence Analysis Action meeting notes ● RM Progress Monitoring Data Evidence of needs

Creative and Critical Thinking, Problem Solving, Application, and Instructional Technology

C2.4. Indicator: Teachers involve students in activities where they can express their opinions, perspectives, and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills, including the effective use of instructional technology to increase learning.

C2.4. Prompt: *Evaluate and comment on the extent to which teachers involve students in opportunities for expressing their opinions, perspectives, and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills, and effective use of instructional technology.*

This is an area in which KUES has invested much discussion, PD, and effort. It has been an ongoing goal at KUES to increase student voice in the classroom. The school's mission statement demonstrates KUES' commitment to developing critical and creative thinking and problem solving skills. Students are taught a variety of problem solving strategies and then are required to apply them. Students must analyze, select, and apply problem solving strategies, then be able to explain the reason for their ultimate choice. Teachers encourage students to be creative and critical thinkers in all subject areas. Students also conduct research products and choose their presentation model (poster, brochure, slideshow, etc.). Students develop instructional technology skills in their computer resource class.   As KUES moves into PBL, there will be even more opportunities for students to develop and excel in these skill sets.

Findings	Supporting Evidence
KUES' strengths in this area ● Teachers encourage students to be critical thinkers so that they can problem solve in different subject areas. For all problem solving, students are able to choose their own strategy to show their thinking. Students use strategies (that were learned) to solve their problem. Students then analyze and choose the best strategy that would help them solve the problem. KUES' needs in this area ● Planning PBL for Distance Learning	Evidence of strengths ● Science Fair (students find solutions) ● Math Problem Solving ● Reading Response Evidence of needs

Real World Experiences to Enhance Learning

C2.5. Indicator: Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students. *(For elementary schools: Age-appropriate opportunities for real world experiences such as hands-on learning, problem-based learning, and community projects are available to all students.)*

C2.5. Prompt: *Evaluate the degree to which age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students. (For elementary schools: Evaluate the degree to which age-appropriate opportunities for real world experiences such as hands-on*

learning, problem-based learning, and community projects are available to all students.)

KUES provides various age-appropriate opportunities for real world experiences for all students through a range of activities such as Lego League, science fair, field trips, and community partnership programs.

All K-5 students participate in creating a science fair project either as a class (K-2) or as a small group (3-5). Students select either experiment or engineering design projects. Projects include real world application statements that help students connect their project to the real world.

The entire school participates in an annual campus beautification activity. Each class is responsible for an area on campus in which to "beautify" in some way. This provides hands-on learning about giving back to the community.

All grade levels take students on multiple field trips each year. Field trips are an extension of the curriculum and are designed to extend learning into the real world. Students have been to a wide range of community events and locations including Honolulu Theatre for Youth (HTY) shows, science and nature sites, the Honolulu Zoo, the fire station, etc. Many of the school's families do not visit these places so the school engages in fundraising efforts in order to subsidize the costs of admission and transportation for students. No student is left behind due to inability to pay for their share of the field trip fees.

There are several opportunities for students to learn about careers. The school holds a Read Across America Day with volunteer guests reading books to different classes. The guest readers also share information about their career. The session includes a lively Q & A session in which students get to satisfy their curiosity about the guest's occupation. STEMscopes provides students with a link to career videos related to STEM. At the school's annual science night, "experts" from various STEAM careers presented their career information along with some fun activities.

Grades 3-5 students have the opportunity to participate in Lego League which challenges them to adapt, problem solve, think critically and creatively, work closely with others, and present information orally. Students learn to deal with multiple failures as they program and run their Lego trials. They develop their tolerance for frustration and ability to problem solve.

Grade 4 students participate in annual Bike ED training and learn how to safely ride a bicycle on the street. Students learn about safety rules and traffic laws. The training remains on the basketball court until students prove their ability to maneuver a bicycle. Some students have never ridden a bicycle so this program is an important opportunity for them to learn how to bike.

Grade 5 students participate in the D.A.R.E. program and learn what they can do to avoid substance abuse and deal with peer pressure and bullying. Grade 5 students also spend a few days at Camp Erdman and participate in their team building and wilderness survival activities.

KUES provides many real-world experiences for students but would benefit from creating a wider range of co-curricular activities for all age groups.

Findings	Supporting Evidence
KUES' strengths in this area ● Variety of co-curricular activities	Evidence of strengths ● Activity Photos (field trips, Read Across America, LEGO League, Bike Ed)
KUES' needs in this area ● A diversified group of co-curricular activities for all age groups.	Evidence of needs

HIDOE/ACS WASC Category C. Standards-based Student Learning: Instruction: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.

Areas of Strength

1. Teachers have identified and developed Tabletop Standards and student growth is monitored with pre and post test data (C1.1**)**
2. Teachers and students use co-constructed LISC (C1.2)
3. Teachers have received professional development in the utilization of Visible Learning strategies focused on instructional strategies with the largest effect sizes (C2.1)
4. Data and student work samples are analyzed and used to plan for differentiated instruction (C2.3)

Areas of Growth

1. Make the connection between the GLOs and curricula clear for students (C1.1)
2. Increase the practice of using student voice to obtain information about how students are doing with their learning and what is needed to reach their learning goals (C1.3)
3. Continue to provide opportunities for teachers to become TESOL certified (C2.3)
4. Increase opportunities for inclusionary supports to be provided for English Learner and Special Education students (C2.3)
5. Continue efforts to integrate PBL units (C2.4)

- **List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile)**

  Preliminary Student Learner Needs (identified in Chapter II)
    o Targeted instruction to address data driven student needs
    o Integration and application of CCSS standards
    o Development of Assessment Capable Learners (ACL)

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    o Make the connection between the GLOs and curricula clear for students (C1.1)
    o Increase the practice of using student voice to obtain information about how students are doing with their learning and what is needed to reach their learning goals (C1.3)

- **In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to**
    o **Analyze what areas within the Academic Plan need to be addressed**
        ▪ KUES to further develop understandings and expectations for GLO instruction and data collection within PBL units (C1.1)

- KUES to increase opportunities for Student Voice within project based learning (C1.3)
  - o **Identify important next steps within the Academic Plan.**
    - Planning time amongst stakeholders to align expectations for GLOs (C1.1)
    - PD for teachers to plan, teach, and assess GLOs within units of study (C1.1)
    - Teachers to use collaboration time to discuss providing opportunities for student voice within PBL by establishing a classroom culture that promotes academic risk taking and the development of a grown mindset within students (C1.3)

- # Category D: Standards-based Student Learning: Assessment and Accountability

D1.Assessment and Accountability Criterion — Reporting and Accountability Processes

The school leadership and instructional staff use effective, coherent schoolwide assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders. The analysis measures student achievement on individual student-, schoolwide program-, and subject/grade-levels. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the Academic Plan.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school leadership and instructional staff use effective assessment, coherent assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness and coherency of the assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.*

KUES has a very effective and coherent assessment process to collect, disaggregate, analyze, and report performance data to all stakeholders via different channels, especially in the areas of ELA and math. The school regularly assesses students using i-Ready (ELA and math), DIBELS (reading fluency), and SBA interim and SBA summative (ELA and math) assessments. Curricular assessments (Stepping Stones for math and STEMscopes for science) are also administered. Students are also assessed with math facts and teacher made assessments.

Assessment data is analyzed by teachers in IT meetings (grade level teams), by the Instructional Leadership Team (grade level chairpersons), and by the entire faculty. Performance is reported to all stakeholders through the SCC as well as at parent nights such as the school's open house.

The school uses assessment data to inform instruction and to determine which students to target for additional support. The school has also conducted a vertical analysis of data to identify school-wide instructional needs, which for KUES is consistently vocabulary. The school should utilize common assessments for subject areas outside of ELA and math.

Findings	Supporting Evidence
KUES' strengths in this area ● KUES collects a wide variety of assessment data over the school year and uses it to determine areas of need for targeted students ● Completed vertical analysis of data to identify school-wide needs KUES' needs in this area ● Utilization of common assessments or screeners for subjects other than ELA & Math	Evidence of strengths ● Varied data sources ● ILT Meeting minutes ● Teacher made assessments Evidence of needs

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff regularly review the basis for

students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the consistency, impact, and effectiveness of the basis for which standards-based grades, growth, and performance levels are regularly reviewed.*

KUES' ILT regularly discusses and reviews the basis for standards-based grades, growth and performance. At ILT meetings, teachers discuss the types and amounts of data points that will be used to determine students' report cards grades in order to establish calibration and consistency between grade levels.   In SY 2019-20, teachers agreed upon a minimum of 5 data points focusing on ELA and math that would inform report card grades. Grade levels would determine which assessments they would use and what constitutes exceeds, meets, developing, and well below proficiency levels.

Teachers utilize Learning Intentions and Success Criteria in their standards based grading process as well.   The ILT discusses LISC and the Tabletop and Leg standards being evaluated. By providing the LISC in student friendly language, teachers ensure that students have clarity of what is expected of them.

A need area is for teachers to consistently utilize the GLO rubrics that was generated by the school. KUES' teachers created a GLO Progression Compilation that details grade level specific behaviors that students would display in order to demonstrate mastery of the GLOs. While this compilation has been available for several years, not all teachers utilize it with consistency.

Findings	Supporting Evidence
KUES' strengths in this area ● Agreements have been made on the type and amount of assessment data to use when giving report card grades ● Teachers consistently utilize LISC when determining students' proficiency levels	Evidence of strengths ● 8/19/19 ILT Meeting ● LISC Samples
KUES' needs in this area ● Ensure all teachers use the GLO progression chart to grade GLOs on report cards.	Evidence of needs ● GLO Compilation

Modifications Based on Assessment Results

D1.3. Indicator: The school leadership/Academic Reflection Team/Data Teams use assessment results to modify the school's programs and processes, to identify professional development needs, and to allocate resources in order to demonstrate a results-driven continuous process.

D1.3. Prompt: *Comment on the overall effectiveness of how the school leadership/Academic Reflection Team/Data Teams have used assessment results to modify the school's programs and processes, to identify professional development needs, and to allocate resources in order to demonstrate a results-driven continuous process.*

KUES has been effective in using assessment results to modify the school's program and processes, identify PD needs, and allocate resources in order to demonstrate a results-driven continuous process. This includes the evaluation of multiple data sources and data points to inform instruction and calibrate teaching practices. The ART reviews progress on Academic Plan

goals and objectives and adjustments are made to activities funded by the Academic Plan as appropriate. The school is expanding efforts to formalize the Evidence Analysis and Action (EAA) process with kindergarten through fifth grade teachers' vertical articulation.

KUES' teachers utilize assessment data to inform instruction and calibrate practices to ensure instructional consistency. All students in Grades K-5 are assessed for grade level reading and math benchmarks three times a year with the universal screener i-Ready. Reading fluency is tracked with DIBELS benchmark assessments and math fluency is monitored with tracked progress on basic math facts. Teachers use this data to develop student needs profiles to inform their instruction. The school continues to further develop and monitor the analysis of student data, particularly for high needs students, to ensure adequate execution of appropriate interventions for enhanced student support. KUES will monitor and document evidence of learning intentions, success criteria, and actionable feedback.

Teachers also analyze student performance on CCSS aligned assessments like Wonders, Stepping Stones, i-Ready, and other teacher-created summative and formative assessments in order to calibrate their teaching practices. Student misconceptions can then be identified, addressed, and monitored. Learning progressions and expectations for learning can also be aligned between grade level classes. In addition, summative data can be used to identify next steps for instruction to take place during RtI and Target Time.

KUES would benefit from a schoolwide method to represent grade level assessment data.

Findings	Supporting Evidence
KUES' strengths in this area • Teachers utilize assessment data to inform instruction and calibrate practices to ensure instructional consistency. • Grade levels have articulation on testing data and assessments. • ART team reviews progress on activities funded by the Academic Plan. Adjustments are made to funded activities when necessary.	Evidence of strengths • Common assessments, rubrics, and data analysis meeting minutes for each grade level.
KUES' needs in this area • Expand upon efforts to formalize the Evidence Analysis and Action (EAA) process with kindergarten through fifth grade teachers' vertical articulation • Establish a schoolwide method for representing GL assessment data.	Evidence of needs

Monitoring of Student Growth and Providing Appropriate Interventions

D1.4. Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and General Learner Outcomes and provides appropriate interventions [e.g., Comprehensive Student Support System (CSSS), Response to Intervention (RtI), etc.].

D1.4. Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and General Learner Outcomes and to provide appropriate interventions.*

The school has established an effective system to monitor the progress of all students toward

meeting the academic standards and GLOs and to provide appropriate interventions. Over the course of several years, this evaluation and identification process has become one of KUES' greatest strengths. KUES uses multiple data points to evaluate all students. Assessment data is collected from i-Ready, DIBELS, SBA interim assessments, teacher-made assessments, curriculum assessments and work samples. Additionally, i-Ready ELA and Math diagnostic results measure growth and provide differentiated lessons. Curriculum such as Wonders, Stepping Stones, and STEMscopes include data tracking sheets. DIBELS and Reading Mastery also allow for similar progress monitoring. Students take Math Facts Fluency assessments which help provide formative data for math instruction. Additionally students give feedback to teachers through exit passes, responses to each other's work, small group and individual conferences, etc. The information is reviewed at IT, ILT, and ART meetings and appropriate interventions are initiated or continued. Social emotional, behavior, and academic referrals are discussed at CSSS team meetings with next steps assigned to various team members. Interventions range from small group to individual support, such as Target Time, tutoring, Reading Mastery, etc.

KUES has established a Hawaii Multi Tiered Systems of Support (HMTSS) team that has been attending trainings. In the school's work with HMTSS, a question came up about whether the school may be under identifying students with emotional difficulties, as some may be internalizing their feelings. The next step will be to select and administer a school-wide social-emotional behavioral screener so that KUES can ensure that the social-emotional needs of all students are being met.

Findings	Supporting Evidence
KUES' strengths in this area ● KUES uses different systems and a variety of assessments to track student progress and adjust targeted groups	Evidence of strengths ● Target groups
KUES' needs in this area ● Utilize a SEL screener to assess students' social-emotional needs.	Evidence of needs

D2. Assessment and Accountability Criterion — Classroom Assessment Strategies

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

Appropriate Assessments that Impact Instructional Practice

D2.1. Indicator: Teachers use a variety of appropriate formative and summative assessments to measure student progress toward acquiring academic standards and the General Learner Outcomes. Assessment results are used to inform instructional practice in the classroom.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness, and the frequency of the use of formative and summative assessments to determine student achievement. To what extent does the use of formative and summative assessments inform teachers' instructional practice?*

KUES effectively uses formative assessment data to plan for instruction. At ILT meetings, teachers analyze sets of data and identify actionable next steps for instruction. Teachers review

content that may have been challenging for some students and plan for interventions to address those areas of difficulty.

Teachers use pre and post assessments to determine the main focus of instruction. Formative assessments assess learning and guide teachers to adjust instruction within a unit of learning. Teachers employ strategies to continually assess student understanding and progress during discussions. KUES plans to continue evaluating the effectiveness and appropriateness of assessments, possibly using the EAA (Evidence Analysis Action) process.

Assessment data is used to drive instruction as well as evaluate the effectiveness of curriculum and interventions. Data is discussed at GL, IT, ILT, and faculty meetings, as well as during Data Dives. Longitudinal data is compared across grade levels and used to set benchmarks each year.

Teachers effectively use appropriate formative and summative assessments to determine student achievement. Teachers use a minimum of five data points (pre, three formative, and post assessments) for each standard taught, to ensure there is adequate evaluative information.

It would benefit the school to revisit the discussion on effectiveness and appropriateness of assessments as a school through the EAA (Evidence Analysis Action) process.

Findings	Supporting Evidence
KUES' strengths in this area ● KUES uses pre and post assessments to determine the main focus for instruction ● Use a minimum of 5 data points per standard to ensure adequate data (pre, three formatives, and post) ● Utilization of formative assessments to assess student learning and adjust instruction as needed within a unit of learning KUES' needs in this area ● Revisit discussions on effectiveness and appropriateness of assessments as a school perhaps through the EAA (Evidence Analysis Action) process	Evidence of strengths ● ILT Minutes - Data Points for Achievement ● ILT Minutes - Formative Assessments Evidence of needs

Student Reflections

D2.2. Indicator: Students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.

D2.2. Prompt: *Evaluate the effectiveness to which students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.*

KUES gives students multiple opportunities to reflect and assess their learning and to determine next steps using goal setting, LISC, peer and teacher feedback, and assessment data. Teachers and students collaboratively develop LISC to provide students with a clear understanding of what is expected and what success would look like.

Teachers model self-assessment strategies and work with students to better assess themselves and develop next steps. As students more clearly understand the Success Criteria (SC), they will

be better able to self-assess their progress. Teachers are working to build student independence in this process. Currently, students still rely on teacher guidance. An area of growth would be for students to use grade appropriate tools for self-assessment. When students are able to self assess independently (they understand what they are learning and can prove what they have learned), teachers will know that students truly understand the criteria. At that point, students will be able to benefit from the .75 effect size that Teacher Clarity can provide.

Findings	Supporting Evidence
KUES' strengths in this area ● Implement various self-assessment activities and use Visible Learning strategies and practices	Evidence of strengths ● Student Self Assessment Sample
KUES' needs in this area ● Provide students with support in understanding the self-assessment process. ● As a staff, develop effective tools for self-assessment so students can analyze their abilities to assess their own learning	Evidence of needs

Teacher Feedback to Students

D2.3. Indicator: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and General Learner Outcomes.

D2.3. Prompt: *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and General Learner Outcomes?*

Teachers use feedback to help students progress in their learning. Feedback is most effective when answering the questions: Where am I going? How am I going? Where to next? Using LISC, teachers use feedback to help students answer these questions. Additionally, teachers model feedback techniques for students to provide feedback to each other. Students write reflections on their learning and set their learning goals. Students also use their assessment data from i-Ready, Stepping Stones, Wonders and other assessments to guide their feedback. KUES would like to increase students' ability to process and apply feedback.

Findings	Supporting Evidence
KUES' strengths in this area ● Feedback is used to support students' understanding of where they are in their learning and where they are going next.	Evidence of strengths ● Work Samples
KUES' needs in this area ● Set expectations for students to process, respond to, and use feedback to improve their learning	Evidence of needs ● Student comments and conversation logs explaining how they understand feedback. ● Teacher/Student communication via

	Google Classroom

Using Assessment Data

D2.4. Indicator: Assessment data are used to make decisions and modify instructional practices within the classroom setting.

D2.4. Prompt: *Evaluate the effectiveness of modified instructional practices based on assessment data used within the classroom setting.*

KUES effectively uses assessment data to modify instructional practices in the classroom. Teachers create small groups for targeted instruction based on formative assessment data. Formative assessments can include quick questions with students indicating answers using thumbs up/down or giving short answers, discussions, student body language, seat work, white boards, and exit slips. Often the small groups are very fluid, matching students' needs during lessons. Small group instruction is very effective at providing immediate help. Assessment data also guides teachers in lesson planning. Areas of identified need receive more attention and time. Lessons are modified to meet student needs.

Findings	Supporting Evidence
KUES' strengths in this area ● Assessment data is used to create small groups to differentiate instruction ● Intervention groups change based on progress monitoring data ● Formative assessment data is used within lessons to modify instruction as it is happening KUES' needs in this area ● Develop and administer common grade-level formative assessments ● KUES should continue efforts to ensure that the practices of using formative assessments to make adjustments to instruction take place within a system of "plan/do/check/act" that is dynamic and responsive to student needs	Evidence of strengths ● Small Groups ● Sample Formative Assessments Evidence of needs

Demonstration of Student Achievement

D2.5. Indicator: A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the General Learner Outcomes.

D2.5. Prompt: *Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.*

The school uses a variety of standards-based curriculum-embedded assessments to demonstrate student achievement of the academic standards and the GLOs. Stepping Stones, Wonders and STEMscopes all provide curriculum-embedded assessments that are administered throughout the year. The data from these and other assessments are collected and analyzed to evaluate student achievement of the academic standards.

Currently the GLOs that may be evaluated from the curriculum-embedded assessments include GLO #3 Complex Thinker, GLO #4 Quality Producer, GLO#5 Effective Communicator, and GLO #6 Effective User of Technology (for online assessments). GLO #3 Complex Thinker can be demonstrated in student work by students' ability to problem solve and think through challenging problems. GLO #4 Quality Producer can be demonstrated by students' achievement on assessments which demonstrate that the student identified and understood the learning goals, as well as was able to stay on task to study and to complete the assessment. GLO #5 Effective Communicator can be demonstrated by communicating information with logic and coherence and as much as possible, communicating in complete sentences. GLO #6 Effective User of Technology can be demonstrated when students are able to utilize devices successfully, navigate devices, complete tasks, and follow school rules for technology.

KUES can improve upon its assessment of students' achievement of the GLOs by finding ways to assess the GLOs in all areas of the school day. To address this need, KUES has created an alignment of the GLOs and the behavioral expectations throughout campus, throughout the day.

Findings	Supporting Evidence
KUES' strengths in this area ● KUES administers Stepping Stones, Wonders, and STEMscopes assessments ● Assessments based on priority standards ● KUES has created an alignment of the GLOs and the behavioral expectations for students around campus	Evidence of strengths ● GLO/PBIS Matrix
KUES' needs in this area ● Continue to assess students' achievement of the GLOs throughout the school day, throughout campus	Evidence of needs

HIDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.

Areas of Strength

1. KUES collects a wide variety of assessment data over the school year and uses it to determine areas of need for targeted students (D1.1)
2. Teachers consistently utilize Learning Intentions and Success Criteria when determining students' proficiency levels (D1.2)
3. Teachers utilize assessment data to inform instruction and calibrate practices to ensure instructional consistency. (D1.3)
4. Utilization of formative assessments to assess student learning and adjust instruction as needed within a unit of learning (D2.1)
5. Formative assessment data is used within lessons to modify instruction as it is happening (D2.4)

Areas of Growth

1. Utilization of common assessments or screeners for subjects other than ELA & Math (D1.1)
2. Revisit discussions on effectiveness and appropriateness of assessments as a school perhaps through the EAA (Evidence Analysis Action) process (D2.1)
3. As a staff, develop effective tools for self-assessment so students can analyze their abilities to assess their own learning (D2.2)
4. Set expectations for students to process, respond to, and use feedback to improve their learning (D2.3)
5. KUES should continue efforts to ensure that the practices of using formative assessments to make adjustments to instruction take place within a system of "plan/do/check/act" that is dynamic and responsive to student needs (D2.4)
6. Continue to assess students' achievement of the GLOs throughout the school day, throughout campus (D2.5)

- **List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile)**
Preliminary Student Learner Needs (identified in Chapter II)
    o Targeted instruction to address data driven student needs
    o Integration and application of CCSS standards
    o Development of Assessment Capable Learners (ACL)

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    o Set expectations for students to process, respond to, and use feedback to improve their learning (D2.3)

In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to

- **Analyze what areas within the Academic Plan need to be addressed**
  - Teachers will encourage student to student discussions throughout their lessons and continue to provide immediate feedback to students. (D2.3)

- **Identify important next steps within the Academic Plan.**
  - Students will engage in classroom discussions (.82 effect size) with teacher feedback in order to progress their learning (D2.3)

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

This criterion emphasizes the following indicators:

- Parents and the school community understand that academic standards and General Learner Outcomes define expected student achievement and learning goals.
- Parents are informed and aware of how their children are learning and achieving through regular communication processes and procedures with school staff.
- Parents, students, and staff collaborate in developing and monitoring a student's personal learning pathway, college/career, and/or other educational options.
- The school implements strategies to engage community stakeholders. Examples include: professional services, business partnerships, non-profits, organizations, military, etc., to support students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the indicators; include supporting evidence.*

KUES has made it a priority to engage parents and families with the school and with their children's learning. The school has used a variety of strategies to keep parents informed and to get them involved. In the beginning of the year at Open House, school leaders update parents on student achievement data and classroom teachers meet with parents to explain how their class is set up, what kind of work their children will be doing, and what to expect of the year overall. Teachers explain their classroom expectations and how teachers and parents will keep in contact over the year. Parents and teachers communicate through email, Class Dojo, Google Classroom, text messages, phone calls, etc. The school also sends home a quarterly newsletter. Parents receive quarterly standards-based report cards that also include ratings on the GLOs.

KUES engages families in learning by coordinating family events such as STEAM Night, Math Night, and Curriculum Night. At math night, parents and children play fun math games and receive materials to engage in math activities at home. On STEAM Night (Science, Technology, Engineering, Art, Math), the school invites community guests who work in STEAM related careers to come and talk to students about the skills and education needed for their fields. Teachers set up fun science related activities at booths to further engage families. Curriculum Night is a themed performance night, and students demonstrate something they have been learning as related to the night's theme. It is always the highest attended family event, as entire families often come to watch their child(ren) perform.

KUES has many partnerships with the community. KUES partners with the Honolulu Museum of Art (HoMA) to provide art classes during the school day. HoMA also provides free PD for teachers and field trips for students. The school receives donations from community groups such as Valoha and Metro Christian Church. Valoha has provided school supplies and food for students. Metro Christian Church has provided Christmas gifts for students and classrooms.

KUES also has an agreement with Our Lady of the Mount to allow overflow parking daily as well as serve as an alternate school evacuation site. A representative from Our Lady of the Mount also serves as the community member on the School Community Council. Times Pharmacy provides an adult flu shot clinic annually at the school for any interested staff or parent. The Rotary Club donates dictionaries to all Grade 3 students annually. The Honolulu Police Department has provided a DARE officer for several years. KUES welcomes and appreciates its community partnerships.

KUES organizes a variety of parent and family engagement activities throughout the year. Within the first two weeks of school, families are invited to the school's Open House to learn about the school's programs and progress and for parents and children to visit classrooms and meet with teachers. The goal of Open House is to help families feel welcome and to build a relationship with teachers. The school also uses Open House as an opportunity to survey parents to select each year's fundraiser. Families participate in the school's annual fundraiser by selling products and raising money for targeted needs such as hiring buses for field trips.

STEAM Night is held each fall with guest community members who work in a STEAM field. Families visit guest presenters at their booths to hear about their careers and participate in teacher led STEAM activities.

Parents and children meet with teachers in Parent Teacher Conferences each November to celebrate and review progress and discuss any needs or concerns. School ends at 12 noon during Parent Teacher Conference Week to allow enough time for family conferences.

Each January, the school holds Science Night filled with activities that parents and children can do together. Science fair projects are displayed and students are encouraged to explain their projects to their parents. Materials are taken home so families can repeat activities at home.

In March, students perform with their grade level at the school's Curriculum Night. This is a standing room only event. The school collects and evaluates participant feedback at school wide events and makes adjustments as needed. The EL Program also holds parent involvement activities to teach parents how to help their children with reading.

The counselor holds two SBA testing meetings each year. In the Spring meeting, parents and their children sit together and work on a practice test together. Students guide their parents through one of the SBA practice tests, to help parents better understand the assessment. Parents and families are invited to the Grade 5 Promotion Ceremony. This is a well attended event with many lei and photo opportunities.

Despite the wide range of parent engagement activities, participation is not as high as the school would like it to be. Parents who participate in activities typically rank the activity highly. When students are asked why they aren't participating, typical answers include parents are working, parents are busy with younger siblings, or there's too much to do at home. The best attended events involve students performances and food. The school would like to increase participation in family engagement activities. The school should also consider other areas outside of STEAM to engage families.

Findings	Supporting Evidence

KUES' strengths in this area
    ● KUES uses a different methods to communicate to families about a variety of family and community engagement events
    ● Participation data and parent feedback is collected and adjustments are made
 	
KUES' needs in this area
    ● Increase participation rates for family engagement activities
    ● Additional events connected to school wide areas of need in addition to current STEAM and Careers events
        ○ Solicit parent feedback that can be used to inform activities
	Evidence of strengths
	    ● Activity Flyers and Sign In Sheets
	    ● Rotary Club Dictionary Distribution
	
	Evidence of needs
	    ● ART Monitoring of Parent Engagement

E2. School Culture Criterion

The school leadership focuses on continuous school improvement through providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, high expectations for all students.

This criterion emphasizes the following indicators:

- The school has processes/procedures in place (e.g., School Safety Committee) that increases safety awareness, builds enthusiasm for safety programs, and ensures students' physical health and safety.

- The school has an effective discipline and behavior management system that supports learning, growth, and development of student responsibility.

- The school has a culture where all stakeholders are respected, welcomed, supported, and feel safe at school: socially, emotionally, intellectually, and physically.

- The school has high expectations for students' behavior and learning within a culture that recognizes and addresses individual differences and diversity.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

The leadership at KUES focuses on continuous school improvement by providing a positive learning environment for all students. This includes providing a safe, clean, and orderly campus.

The school has a variety of procedures, protocols, and capabilities related to safety:
- daily grounds sweep by custodians to check for any safety hazards
- emergency drills
- quarterly Safety Committee meetings with key personnel to review all safety concerns
- walkie-talkie communication among key personnel
- a campus-wide GLO-based PBIS chart that includes behavioral expectations such as walking in hallways
- staff trained in Quality Behavioral Support (QBS), who can respond to students in crisis

At KUES, all students are under the responsibility of all staff members. Therefore all staff members look out for the safety of *all* students and will offer safety reminders to students as needed.

The PBIS chart was created from student input across all grade levels K-5. Being involved fostered student ownership of the expectations. This is one of the keys to building student responsibility for their own behavior.

KUES' Safety Committee constantly looks for ways to increase campus safety. One area that is continually improved upon is emergency procedures. For many years, the evacuation site for much of the campus was on the front lawn. After realizing that this site may be too near areas on campus where fires may originate (kitchen, server room, etc.), the evacuation site was moved further away. In addition, emergency drills started to take place unannounced, forcing students and staff to treat every drill as if it were a real emergency. Later, it was decided that a "fire" would be stationed on campus, creating an obstacle that students would have to problem solve.

The counselor, dressed as a fire, positions herself around campus during drills so students have to find an alternate route to safety.

Staff have participated in active shooter training, learning about securing rooms and a whistle warning technique that improves the speed at which a lockdown can be activated. Additionally, all emergency procedures have been placed in a shared Google Drive so they can be updated and viewed at any time.

In the event of an emergency, KUES uses a variety of communication systems to maintain safety. Staff are equipped with walkie talkies to ensure fast communication when needed. Classroom telephones are also programmed to broadcast emergency messages from the office or administrators. Google apps are used to account for the safety of all staff and students during situations that require Lockdown or Shelter in Place procedures. Classrooms are also equipped speakers that allow immediate communication with the office at the push of a button.

Students with life threatening medical conditions are provided with Emergency Action Plans (EAPs) that are written by the school's Public Health Nurse. EAPs are distributed to those who may interact with the student in order to maintain safety. When a student requires Skilled Nursing services to support medical conditions, it is provided.

The school has worked with the City and County of Honolulu to set up a drop off and pick up zone on Nihi Street behind the school. This area allows students to be dropped off and picked up safely, with adults assisting them. Prior to this, students were often dropped off on the street.

The Campus Monitor Program was created to provide additional support for students before school and during lower-grade recess. Morning Campus Monitors are 4th to 5th grade students who wear safety vests and are stationed outside classrooms before school to monitor student behavior. Campus Monitors distribute GOTCHA tickets to students who are seated quietly either reading (teachers provide book bins) or talking softly to a friend. Monitors also have a clipboard and write the names of any student who needed extra reminders to follow rules. The program is run by the school counselor and an educational aide. Prior to the program, students were often very loud and playful while waiting for teachers to open classroom doors. Sometimes arguments broke out among the younger students. The program has been in place for 10 years and hallway safety has improved. Recess Campus Monitors are stationed at the bathrooms, in the hallways and in play areas and encourage students to play nicely, to walk while in line on the way to recess, and to walk in hallways. On very hot days, they mist the air with cold water from spray bottles to cool off students. They sometimes turn the jump rope or just help out with the younger students.

Student safety is addressed through a system that includes a Positive Behavior Intervention System (PBIS), Behavior Support Plans, and Chapter 19 disciplinary procedures. Each classroom creates a positive reward system that includes marble jars, Students of the Day, group rewards, etc. Additionally the school has a GOTCHA system in which staff members "catch" students doing the right thing and present them with GOTCHA tickets which are redeemed for prizes at the quarterly GOTCHA store. Focusing on positive behavior increases positive behavior and decreases negative behavior. Teachers also provide logical consequences when discipline is

required. Individual students who demonstrate concerning behaviors are provided with Behavior Support Plans, walk in counseling, and school counseling as needed. The school also follows Chapter 19 procedures and provides counseling and consequences for students who commit Chapter 19 offenses. It is a testament to the school culture and climate that the majority of offenses are committed by students who are new to the school, and within a year they usually adapt and do quite well. Students have often stated that they don't like school vacations because they'd rather be in school than at home.

The culture of the school is positive, supportive, and accepting. Differences are generally accepted and students report feeling confident that if they need help, adults on campus will respond. In SY 2019-20 the school started having Monday morning flag pole gatherings with classes gathered at the flagpole to say the Pledge of Allegiance and the School Song. This is followed by a brief SEL talk by the Principal about the value of the quarter. Tuesdays through Fridays, the flag pledge, songs and morning message about the quarter's value (Compassion, Forgiveness, Gratitude, and Courage) are broadcasted through the school's PA system. During the quarter on Gratitude, students are given Gratitude Tickets to fill out and completed tickets are read over the PA system as the morning message. Students and teachers are able to express their gratitude to individuals for kindness shown. To build school spirit and encourage students to show up on the first day after a break, the school has a special themed quarter dress day.

KUES has high expectations for all students while recognizing individual differences and diversity. Students and teachers develop LISC together and conference to monitor progress. The ILT and ITs set assessment goals based on data. Cultures are celebrated in classrooms.

The school should look into eliciting more feedback about safety from students (especially lower graders) and consider a greater focus on safety such as holding a Safety Week.

Findings	Supporting Evidence
KUES' strengths in this area ● There is an established culture of safety in which all staff are responsible for the safety of all students ● There is a comprehensive safety system that includes a Safety Committee and other school systems that maintain safety (QBS Team, Emergency Action Plans, and emergency drills that are dynamic, reflected upon, and continually revised) ● KUES is equipped with multiple means of communication that may be used in emergency situations ● Behavioral support systems are embedded into KUES' comprehensive systems of support ● KUES' culture embraces the school's diverse population of students, staff, and community	Evidence of strengths ● Safety Committee Meeting Minutes ● Emergency Plans ● CSSS Levels of Support
KUES' needs in this area ● Elicit more feedback from students regarding safety issues within the school, especially PK-2 students ● Consider organizing activities that promote awareness of safety issues identified by students and staff	Evidence of needs ● SQS is given to Gr. 3-5 students only

E3. Student Support Criterion — Personalization and Accessibility

The school ensures that every student's education is personalized, informed by high-quality data, is monitored, and advances them toward readiness for success in career, college, and community.

This criterion emphasizes the following indicators:

- All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.

- Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).

- The school monitors student progress and implements academic support programs to ensure students are meeting all graduation requirements.

- The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

- The school regularly analyzes data to determine student learning needs and allocates appropriate resources to support student services, such as counseling/advisory services, psychological and health services, or referral services.

- The school has an effective attendance policy and student follow-up process that ensures attendance is valued, encouraged, and supported.

- The school has a process for regularly evaluating the degree to which the school's curricular and co-curricular are meeting the needs of students and support their learning and personal development.

- The school has an effective process in place to support students who are transitioning between grade levels or transferring to a new school.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

KUES strives to provide career awareness and exploration for students by organizing activities that provide awareness of various vocational fields and corresponding educational pathways. STEAM night is an annual family event designed to raise awareness and understanding of various careers in science, technology, engineering, art, and math. Guest professionals present information about their career in the STEAM field and students and their families are able to ask questions to learn more about the job and educational requirements. Teachers also create STEAM related activities for students to provide hands-on learning. Each March, the school celebrates Read Across America Day with guest readers who read a book to a class and also talk about their careers. The students really enjoy having their special guests and ask very relevant questions. Guest readers have included athletes, an air traffic controller, actors, news broadcasters, architects, legislators, and the DOE superintendent of schools.

KUES has established a successful process for monitoring student academic progress and providing necessary academic support. Using data from multiple sources such as i-Ready, SBA

interim scores, DIBELS, basic math facts assessments, and curriculum embedded assessment, teachers in IT and ILT meetings identify which students require extra support. Support programs include Target Time, Reading Mastery (RM), tutoring, and small group instruction. Students' progress is monitored and interventions are adjusted accordingly.

In 2019-20, KUES joined the DOE's latest Hawaii Multi Tiered Systems of Support (HMTSS) cohort in order to increase the school's capacity to provide multi-tiered systems of support to impact student success. The school had already established a multi-tiered system under the Comprehensive Student Support System (CSSS), which included teacher referrals to the CSSS cadre for follow up. After reviewing referral data, interventions are identified, applied, and progress is monitored. Teachers have participated in professional development on providing RTI Tier 1 supports and the school plans to continue providing more PD to increase teacher efficacy in Tier 1 instruction.

The school has an effective attendance policy and student follow-up process that includes phone calls, parent letters, home visits, and referral to the complex social worker for assistance. The school communicates the importance and value of attendance in multiple ways including newsletter articles, attendance banners, attendance awards, and classroom attendance goals and rewards Students with perfect attendance for one month are allowed a free dress day and given a sticker for the back of their ID cards. Parents have shared that their children are sometimes rushing them out of the house in the morning so that they can get to school on time. The day students return from Fall, Winter and Spring Breaks is always a special day of celebration to promote the desire to return to school. The school incentivises coming back to school after breaks by planning school events (themed dress days, GOTCHA store, Kids Heart Challenge, etc.) on the first day of the quarter. Despite the school's efforts to positively address attendance issues, there continue to be students who are chronically absent, due to various reasons. While KUES' rates of chronic absenteeism are lower than the state average, KUES should explore ways to proactively address this issue with specific families.

KUES' process of analyzing data includes evaluating whether curricular and co-curricular activities are meeting the needs of students and support their learning and personal development. However, there is less evaluative data on co-curricular activities. Curricular activities are regularly evaluated in weekly IT and bi-monthly ILT meetings as well as in Data Dives. Teachers and students also evaluate students' progress in curricular areas. Some co-curricular activities such as the Honolulu Museum of Art sponsored art classes, Lego League, Keyboarding, Homework Club, and Science Club, Music Club, Speech Festival, etc. would benefit from a more formal method of evaluation. While it is clear that students enjoy these activities and that they teach valuable skills, the school should consider establishing learning intentions and success criteria for these activities. LISC may range from mastery of skills to simply exposure to positive learning experiences. Co-curricular activities are also mostly available to upper grade students.

KUES has established transition activities to support students as they enter kindergarten, are promoted to the next grade level in the school, and move to middle school. Kindergarten camp is a two week program designed to help incoming kindergarten students adjust to being in a classroom setting. It has been very successful in allowing students to get to know their teachers

and peers before the other students are on campus. The start of school has been much smoother for these students who are more able to separate from their parents/caregivers and to follow classroom expectations.

At the end of each school year, the school holds a Move On Day activity in which students visit a teacher in the next grade level and are given a brief synopsis of the upcoming year. Students become excited about the next grade level and also mentally prepare themselves to meet the challenge of increasingly difficult academics.

The transition to middle school is typically challenging for many students. To support our students' transition to Dole Middle School (KUES' feeder school), fifth graders take a walking tour of the school, meet teachers, attend a presentation/pep rally to learn about the programs, and get excited about moving on to sixth grade. Special Education students transferring to Dole Middle School additionally receive a small group or individualized tours, allowing them to become more familiar with the campus.

Findings	Supporting Evidence
KUES' strengths in this area ● KUES provides opportunities for career awareness and exploration through a variety of activities ● Data is used to monitor student progress, apply interventions, and determine the effectiveness of those interventions (Summer ELO, Target Time, Reading Mastery, etc.) ● KUES utilizes multi tiered support systems (CSSS/HMTSS) to ensure that students receive the necessary supports ● There is a comprehensive program that addresses attendance that includes incentives, positive recognitions, and follow up supports ● Students can participate in a variety of co-curricular activities ● There are a variety of transition activities that support students as they enter kindergarten, transition between grade levels, and move on to middle school KUES' needs in this area ● KUES should consider expanding opportunities for co-curricular activities to include lower grade students ● Explore creative ways to address attendance with specific families whose children are chronically absent ● Consider the utilization of Learning Intentions and Success Criteria to evaluate students' progress in co-curricular activities ● Explore ways to (1) address transition needs for students who are new to KUES and (2) track student outcomes in the middle school and try to identify ways to promote higher rates of success.	Evidence of strengths ● Activity Flyers and Sign In Sheets ● CSSS Cadre Sample Agenda ● CSSS Levels of Support ● Move On Day Schedules Evidence of needs ● Rates of Chronic Absenteeism

HIDOE/ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.

Areas of Strength

1. KUES uses a variety of different methods to communicate to families about a variety of family and community engagement events (E1)
2. Participation data and parent feedback is collected and adjustments are made (E1)
3. There is an established culture of safety in which all staff are responsible for the safety of all students (E2)
4. KUES has an attendance policy and efforts are made to ensure consistent student attendance in school. Consistent attendance is celebrated (E3)
5. KUES provides opportunities for career awareness and exploration through a variety of activities (E3)
6. Data is used to monitor student progress, apply interventions, and determine the effectiveness of those interventions (Summer ELO, Target Time, Reading Mastery, etc.) (E3)

Areas of Growth

1. Consider what other efforts can be made to increase parent participation in family engagement activities (E1)
2. Elicit more feedback from students regarding safety issues within the school, especially PK-2 students (E2)
3. KUES should consider expanding opportunities for co-curricular activities to include lower grade students (E3)
4. Consider the utilization of Learning Intentions and Success Criteria to evaluate students' progress in co-curricular activities (E3)
5. Explore ways to (1) address transition needs for students who are new to KUES and (2) track student outcomes in the middle school and try to identify ways to promote higher rates of success. (E3)

- **List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile)**

  Preliminary Student Learner Needs (identified in Chapter II)
  - Targeted instruction to address data driven student needs
  - Integration and application of CCSS standards
  - Development of Assessment Capable Learners (ACL)

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  - Consider the utilization of learning intentions and success criteria to evaluate

students' progress in co-curricular activities (E3)

- **In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to**
  - o **Analyze what areas within the Academic Plan need to be addressed**
    - ▪ Expand upon the usage of LISC when developing assessment capable learners to include curricular and co-curricular activities
  - o **Identify important next steps within the Academic Plan.**
    - ▪ Ensure that students understand LISC when information about a co-curricular activity is shared with them
    - ▪ Encourage students to self assess their progress towards achievement of the LISC as they progress through co-curricular activities

Chapter IV: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

- Summarize identified student learning needs based on profile and focus group findings.
- Provide tables or matrices of identified schoolwide strengths and growth areas or challenges.

Identified Schoolwide Areas of Strength

A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources	B. Standards-based Student Learning: Curriculum	C. Standards-based Student Learning: Instruction	D. Standards-based Student Learning: Assessment and Accountability	E. School Culture and Support for Student Personal and Academic Growth
Students created matrix that aligns the GLOs to the behavioral expectations around campus (A1) Faculty was informed of governing authority hierarchy (A2) SCC meetings include administrators, teachers, classified staff, community members, students, and parents (A3) Faculty/Staff handbook is accessible online and is reviewed at the beginning of the school year (A4) Professional development has addressed a variety of topics directly related to supporting student learning: (A5) Financial plan and budget are presented to the faculty on multiple occasions (A6)	KUES utilizes standards based curricula that is focused on priority standards in core subject areas. (B1.1) GLOs are incorporated daily into curricula (though not every lesson) (B1.2) Student outcome data is used to evaluate and drive curriculum (B1.3) Grade levels teams have weekly articulation meetings where they review student data and plan appropriate curricular adjustments (B1.5) Programs that provide students with real world experiences are in place (B1.8)	Teachers have identified and developed Tabletop Standards and student growth is monitored with pre and post test data (C1.1) Teachers and students use co-constructed LISC (C1.2) Teachers have received professional development in the utilization of Visible Learning strategies focused on instructional strategies with the largest effect sizes (C2.1) Data and student work samples are analyzed and used to plan for differentiated instruction (C2.3)	KUES collects a wide variety of assessment data over the school year and uses it to determine areas of need for targeted students (D1.1) Teachers consistently utilize Learning Intentions and Success Criteria when determining students' proficiency levels (D1.2) Teachers utilize assessment data to inform instruction and calibrate practices to ensure instructional consistency. (D1.3) Utilization of formative assessments to assess student learning and adjust instruction as needed within a unit of learning (D2.1) Formative assessment data is used within lessons to modify instruction as it is happening (D2.4)	KUES uses various methods to communicate to families about a variety of family and community engagement events (E1) Participation data and parent feedback is collected and adjustments are made (E1) There is an established culture of safety in which all staff are responsible for the safety of all students (E2) KUES has an attendance policy and efforts are made to ensure consistent student attendance in school. Consistent attendance is celebrated (E3) KUES provides opportunities for career awareness and exploration through a variety of activities (E3) Data is used to monitor student progress, apply interventions, and determine the effectiveness of interventions (E3)

Identified Schoolwide Areas of Growth

A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff,	B. Standards-based Student Learning: Curriculum	C. Standards-based Student Learning: Instruction	D. Standards-based Student Learning: Assessment and Accountability	E. School Culture and Support for Student Personal and Academic Growth

and Resources				
The SCC should familiarize themselves with the governing authority hierarchy poster - KUES can consider posting the governing authority onto the school website (A2) Follow up on needs listed on Academic Plan: (1) Literacy, (2) Responsive Student Support System, (3) Development of the Whole Child (A3) Consider creating a new teacher/employee orientation (procedure, packet handbook) to share tour, schoolwide routines, strategies, and implementations (A4) Identify ways to quantifiably determine the effectiveness of professional development as it pertains to instruction and measurable student outcomes (A5) Monitor the repair issues surrounding the balcony on the third floor of C building (A6)	GLO evaluation should be consistent across grade levels (B1.2) KUES should continue efforts to implement Project Based Learning (B1.2) Vertical alignment of social studies, science, and other subject areas (B1.5) Ensure that all learners are able to meaningfully access grade level curricula (B1.6) Consider monitoring student data following 5th grade promotion (B1.9)	Make the connection between the GLOs and curricula clear for students (C1.1) Provide more opportunities to allow for student voice (C1.3) Continue to provide opportunities for teachers to become TESOL certified (C2.3) Increase opportunities for inclusionary supports to be provided for EL and Special Education students (C2.3) Continue efforts to integrate PBL units (C2.4)	Utilization of common assessments or screeners for subjects other than ELA & Math (D1.1) Revisit discussions on effectiveness and appropriateness of assessments, perhaps through the Evidence Analysis Action process (D2.1) KUES should continue efforts to ensure that the practices of using formative assessments to make adjustments to instruction take place within a system of "plan/do/check/act" that is dynamic and responsive to student needs (D2.4) As a staff, develop effective tools for self-assessment so students can analyze their abilities to assess their own learning (D2.2) Set expectations for students to process, respond to, and use feedback to improve their learning (D2.3) Continue to assess students' achievement of the GLOs throughout the school day, throughout campus (D2.5)	Consider what other efforts can be made to increase parent participation in family engagement activities (E1) Elicit more feedback from students regarding safety issues within the school, especially PK-2 students (E2) KUES should consider expanding opportunities for co-curricular activities to include lower grade students (E3) Consider the utilization of learning intentions and success criteria to evaluate students' progress in co-curricular activities (E3) Explore ways to (1) address transition needs for students who are new to KUES and (2) track student outcomes in the middle school and try to identify ways to promote higher rates of success. (E3)

Self Identified Schoolwide Strengths

1. Students created matrix that aligns the GLOs to the behavioral expectations around campus (A1)
    a. Included in student handbook and planner
2. Financial Plan and budget presented to faculty on multiple occasions (A6)
    a. input solicited
    b. included in Academic Plan (AP)
    c. included in SCC plans
3. KUES utilizes standards based curricula that is focused on priority standards in core subject areas. Units are planned through grade level articulation, Impact Teams, professional development, and ILT meetings. Teachers utilize curricular resources (Wonders, Stepping Stones, and STEMscopes) to address standards (B1.1)
4. Teachers have identified and developed Tabletop Standards and student growth is monitored with pre and post test data (C1.1)

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5. Teachers have received professional development in the utilization of Visible Learning strategies focused on instructional strategies with the largest effect sizes (C2.1)
6. Data and student work sample are analyzed and used to drive differentiated instruction (C2.3)
7. KUES collects a wide variety of assessment data over the school year and uses it to determine areas of need for targeted students (D1.1)
8. Teachers use pre and post assessments to determine focus during instruction (D2.1)
9. Data is used to monitor student progress, apply interventions, and determine the effectiveness of those interventions (Summer ELO, Target Time, Reading Mastery, etc.) (E3)

Self Identified Schoolwide Needs
1. Identify ways to quantifiably determine the effectiveness of professional development as it pertains to instruction and measurable student outcomes (A5)
2. KUES should further develop its implementation of Project Based Learning for diverse populations (B1)
   ● Improved system for addressing and evaluating GLOs within lessons (B1.2)
   ● Vertical alignment of social studies, science, and other subject areas (B1.5)
   ● Continue to develop PBL to address real life application opportunities for all students (B1.8)
3. Ensure that all learners are able to meaningfully access grade level curricula (B1.6)
4. Make the connection between the GLOs and curricula clear for students (C1.1)
5. Continue the development of Assessment Capable Learners:
   ● Increase the practice of using student voice to obtain information about how students are doing with their learning and what is needed to reach their learning goals (C1.3)
   ● Understanding feedback and using it effectively to meet academic standards and learning intentions (D)
   ● Set expectations for students to process, respond to, and use feedback to improve their learning. (D2.3)
   ● KUES should continue efforts to ensure that the practices of using formative assessments to make adjustments to instruction take place within a system of "plan/do/check/act" that is dynamic and responsive to student needs (D2.4)
   ● As a staff, develop effective tools for self-assessment so students can analyze their abilities to assess their own learning (D2.2)
   ● Consider the utilization of learning intentions and success criteria to evaluate students' progress in co-curricular activities (E3)

Chapter V: Academic Plan

- **Comment briefly on implications/considerations for revising the Academic Plan utilizing the tables or matrices from Task 4 (e.g., What enabling activities should be modified based on our findings and student learning needs? etc.).**
- **Comment on identifications of any additional specific strategies to be used by staff within each subject area/support program to support sections of the Academic Plan.**
  This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the General Learner Outcomes (optional).
- **Include the Academic Plan with proposed revisions.**
- **Describe the school's overall follow-up process for ongoing improvement.**

	List any additional identified student learner needs that resulted from the Focus Group analyses.	Analyze what areas within the Academic Plan need to be addressed	Identify important next steps within the Academic Plan
A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources	● Identify ways to quantifiably determine the effectiveness of professional development as it pertains to instruction and measurable student outcomes (A5)	KUES should continue efforts to provide professional development to teachers that will result in improved student outcomes (A5)	Include measurable outcomes for PD to determine levels of effectiveness on student learning when strategies are implemented in the classroom (A5)
B. Standards-based Student Learning: Curriculum	● KUES should further develop its implementation of Project Based Learning for diverse populations (B1)	Include enabling activities that detail how Project Based Learning will be used to ensure that students achieve CCSS (B1)	Provide opportunities for professional development with time for teacher planning and collaboration that addresses Project Based Learning (B1)
C. Standards-based Student Learning: Instruction	● Make the connection between the GLOs and curricula clear for students (C1.1) ● Increase the practice of using student voice to obtain information about how students are doing with their learning and what is needed to reach their learning goals (C1.3)	KUES to further develop understandings and expectations for GLO instruction and data collection within PBL units (C1.1) ● KUES to increase opportunities for Student Voice within project based learning (C1.3)	● Teachers will continue their work to plan, teach, assess, and align expectations for students' demonstration of the GLOs within integrated units (C1.1) ● Teachers to use collaboration time to discuss providing opportunities for student voice within project based learning by establishing a classroom culture that promotes academic risk taking and the development of a growth mindset within students (C1.3)
D. Standards-based Student Learning: Assessment and Accountability	● Set expectations for students to process, respond to, and use feedback to improve their learning (D2.3)	Teachers will encourage student to student discussions throughout their lessons and continue to provide immediate feedback to students. (D2.3)	● Students will engage in classroom discussions (.82 effect size) with teacher feedback in order to progress their learning (D2.3)
E. School Culture and Support for Student Personal and Academic Growth	Consider the utilization of learning intentions and success criteria to evaluate	Expand upon the usage of LISC when developing assessment capable learners to	● Teachers and program coordinators will include LISC in co-curricular

	students' progress in co-curricular activities (E3)	include curricular and co-curricular activities (E3)	activities (ex. Speech Festival, Science Fair, Robotics, Music Club, etc.) and allow students to self assess their progress (E3)

Comment briefly on implications/considerations for revising the Academic Plan utilizing the tables or matrices from Task 4 (e.g., What enabling activities should be modified based on our findings and student learning needs? etc.).

The proposed modifications to the Academic Plan will continue many of the efforts that KUES has in place, including professional development, project based learning, developing assessment capable learners, and furthering the school's work with the GLOs. Within the Academic Plan, the following enabling activities will be proposed to the Project Based Learning and Assessment Capable Learner sections of the Teaching and Learning Core.

Assessment Capable Learners
- Teachers will monitor students' understanding of LISC and provide actionable feedback when necessary

- Teachers and program coordinators will include LISC in co-curricular activities (ex. Speech Festival, Science Fair, Robotics, Music Club, etc.) and allow students to self assess their progress

- Students will engage in classroom discussions (.82 effect size) with teacher feedback in order to progress their learning

Project Based Learning
- In order to implement project based learning, teachers will be provided with time for planning, collaboration, and the identification of measurable outcomes that will determine the impact of project based learning on student achievement

- Teachers to use collaboration time to discuss providing opportunities for student voice within project based learning by establishing a classroom culture that promotes academic risk taking and the development of a growth mindset within students

- Teachers will continue their work to plan, teach, assess, and align expectations for students' demonstration of the GLOs within integrated units

Most of KUES' schoolwide need areas are in the area of using highly impactful instructional strategies to deliver comprehensive curricula to students that are meaningful and measurable.

Following KUES' WASC visitation, the recommendations made by the Visiting Committee will be incorporated into the Academic Plan.

Comment on identifications of any additional specific strategies to be used by staff within each subject area/support program to support sections of the Academic Plan. This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the General Learner Outcomes (optional).

The proposed modifications to the Academic Plan include adding enabling activities that will ensure that existing efforts are comprehensive and measurable. Professional development activities will include identified measurable outcomes that will be used to determine impact on learning. Additionally, while students have identified age and location specific behavioral expectations for the GLOs, these efforts will be extended to the demonstration of the GLOs within integrated units.

Academic Plan with proposed revisions

Describe the school's overall follow-up process for ongoing improvement.

Progress on the Academic Plan is monitored by the Academic Review Team, which is composed of the school administrators, program coordinators, counselor, and student services coordinator. This monitoring involves a "plan, do, check, act" type system that includes the planning of the enabling activities, implementation of initiatives, review of student outcome data, and a determination of next steps. The Instructional Leadership Team, which includes the Grade Level Chairpersons, also plays a critical role in the school improvement process, as it ensures that initiatives are executed and monitored with teacher input and feedback in a way that will make positive changes systematic and sustainable. The principal also provides regular updates on school progress to parents and the School Community Council.

The entire school community of KUES is committed to the development of children who are *EAGLES: Enthusiastic, Active, Growing, Learning, Engaged, and Successful, and the belief that by working together, our EAGLES will achieve; they will fly high and soar across the world.*

Appendices

A. **School Strive HI index results**
B. **School Trend Report**
C. **School Status and Improvement Report**
D. **School Quality Survey**
E. **Master Schedule**
F. **Comprehensive Needs Assessment**
G. **Current Academic Plan**
H. **Glossary**